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AUTHOR Bethke, Patricia; And Others


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ABSTRACT

Intended as a primary reference for teachers in Triton College's English as a Second Language (ESL) program, this curriculum guide determines course content for six levels of instruction and supplemental courses. Introductory materials discuss use of the guide and provide introductions to the three core components into which each level is divided: practical life competencies, structures, and communicative skills. Content is then provided for each of the six levels in the program--Pre-Level I (Beginning Conversation) and Levels I-V. Topics are listed that should be covered within each of the three core components for that level. Appendixes include a needs assessment for determining topics students wish to discuss in class (Levels III-V); list of suggested teaching methods, techniques, and strategies; list of common American gestures (non-verbal communication); Triton College ESL textbook options; and Triton resources, both materials in the Adult Basic Education library and handouts for dissemination. (YLB)



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Triton College
School of Continuing Education
John B. Trabbe, Dean
2000 Fifth Avenue
River Grove, Illinois 60171

# English as a Second Language Curriculum Guide

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Written by: Patricia Bethke
Carolyn Bohlman
Carol Papierski

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Edited by: Julie Weissman
ESL Coordinator

Project Supervisor: Susan Adamowski
Director, Adult Basic Education

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## ACKNOWLEDGEMENTS

Writing a curriculum guide for a well-established program like Triton's is no easy task. In order to help standardize the delivery of services, care must be taken to reflect adequately all of the approaches and materials currently being used successfully. Pat Bethke, Carolyn Bohlman, and Carol Papierski have labored long and hard in the creation of this volume. Their varied and extensive teaching backgrounds provided an excellent resource for the content of this guide. Much care and deliberation went into selecting the most pertinent topics and seeking the best examples. The inclusion of the three core components was a well thought-out decision and should afford a maximum number of ways to allow for the creativity of each individual ESL teacher. The work of Pat Bethke, Carolyn Bohlman, and Carol Papierski is appreciated by ESL teachers currently on staff and will become increasingly important in the development of pre-service staff training activities for new teachers.

While writing a curriculum guide is difficult enough, editing one is a task unto itself. Julie Weissman, Triton's ESL Coordinator, has done an outstanding job of this, particularly considering she is new to Triton's program. Without her assistance, the curriculum guide would not have gotten finished on time.

And, speaking of time, perhaps the individual who has logged in the most hours on this project is Ethel Zator, our typist. Ethel's patience and good humor helped to carry us through many revisions and changes.

A round of applause is also due Jeff Bright, consultant for the Illinois Statewide ESL/AE Service Center. His expertise has guided all of us through every stage of this project. The resource collection of the ESL/AE Service Center itself is invaluable. Coupled with Jeff's knowledge of materials and teaching strategies, the whole becomes even more than the sum of its parts.

On the whole, the contributions of <u>all</u> who were involved with creating this ESL Curriculum Guide have continued to impress me. And, it is wonderful that so many of us can say that even the process of preparing this guide has been a learning experience. We all hope that the teachers for whom this volume is intended will find using it as rewarding as we found preparing it.

Susan Adamowski

Susan Adamowski
Director, Adult Basic Education
School of Continuing Education




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## STATEMENT OF PURPOSE

Triton College District 504 serves twenty-five villages and towns in the western suburbs of Chicago. In recent years, the district has experienced a large influx of immigrants. Responsive to the needs of this community, Triton has developed an English as a Second Language Program to serve its limited English-speaking population.

While in some instances recent immigrants may speak their first languages at work, most, whether employed or unemployed, find it necessary to develop proficiency in English immediately. There is an apartment to rent, food to buy, and a doctor to talk to. All of these activities and many more require a command of the English language. The entire family is affected by this sudden immersion in American culture. Since many public schools offer help to children in making this transition, their needs are being addressed. However, it becomes the role of the community college to assist adults in their new environment. Hence, a strong need has evolved for adult English as a Second Language (ESL) classes. Triton's ESL classes address the needs of adult immigrants by emphasizing not only the study of the structure and function of English, but also the ability to use these structures and functions within the situations of daily life.

Triton's students range in background from pre-literate to professional. Many are trying to learn English to gain admittance to an American college, university, or vocational training program. Some of them aspire to regain the professional or tradesman status that they had attained in their native countries. Adult immigrants can more easily enter the mainstream of American society through their ability to communicate in English.

To meet the needs of the community, Triton offers a wide array of ESL courses at various locations and times. Triton is always in the neighborhood--whether it be on campus or in extension through area schools, community centers, or in-plant facilities.



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This curriculum guide was written in order to standardize instruction within the whole program and provide continuity at individual centers. It determines course content for six levels of instruction and supplemental courses and provides for development of the four basic language skills: listening, speaking, reading, and writing. Each level of instruction consists of three components: Practical Life Competencies, Structures, and Communicative Skills. Including these three components in the curriculum assures an integrated approach to language instruction.

We hope that this curriculum guide defines course content, yet allows for sufficient flexibility and adaptability to meet student needs.

NOTE: Curriculum guides for special needs courses, e.g., Advanced Conversation, College Transition ESL, etc., will be developed separately. The content of these courses will draw heavily from this guide. For example, Advanced Conversation might be based primarily on Levels III, IV, and V Communicative Skills. As each curriculum is completed, it will be added to this guide.



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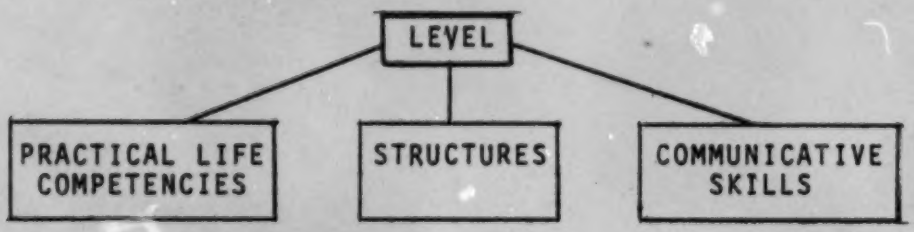
# THE TRITON ESL CURRICULUM GUIDE

## WHAT IT IS

This curriculum guide is intended as a primary reference for teachers in Triton's English as a Second Language Program. Most importantly, it makes clear the competencies, structures, and skills that should be covered at each level. By integrating these three components, the teacher can ensure the development of the student's communicative ability. This curriculum guide can also provide ideas for developing lessons and assist instructors in furnishing more detailed course descriptions to the students in the program.

### The Core Components

Triton's English as a Second Language Program consists of six levels: Pre-Level I to Level V. Each of the six levels is divided into three components: Practical Life Competencies, Structures, and Communicative Skills, as illustrated below:




The content of the core components is presented in list form, not necessarily in the order to be taught. Moreover, the lists are not exhaustive, but indicative of the course level. Examples are provided in order to ensure understanding of the terms used.

The three core components of this curriculum are essential elements of language instruction and language competence. Teachers should implement the three components according to student needs. Some students need primarily to develop oral/aural fluency in a number of communicative situations; others want to become more accurate speakers and writers of English; still others need to develop specialized vocabularies based on where and when they hear, speak, read, or write English.



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It is the intent of the curriculum guide to provide the teacher with opportunities to integrate elements of the three components in each class session. Therefore, teachers should endeavor to include at least two, ideally all three, components in every lesson. For example, a lesson on the modal can (Structures) at Level II can use Job Applications (Practical Life Competencies) as its content:

Can you type?
Can you take dictation?
Can you drive a truck?

An integrated lesson can combine all three components as in the example below for a Level III class. It combines tag endings (Structures), winter weather (Practical Life Competencies), and "asking for confirmation" (Communicative Skills):

| | |
|---|---|
| It's cold out, isn't it? | Yes, it is. |
| I should wear my coat, shouldn't I? | Yes, you should. |
| You will warm up the car, won't you? | Yes, I will. |

By integrating the three components, teachers are providing their students with more communicative lessons.

## The Levels

The course content is deliberately detailed at each level. This was done with the intent of giving students a firm foundation in the three core areas. The teacher is expected to cover as many of the competencies, structures, and skill areas as possible, especially at the lower levels. Mastery of the components at the lower levels before progression to the upper levels ensures success in the program. At the upper levels the teacher can be more flexible in his/her instructional approach. For example, the Level IV teacher may choose to cover the designated grammar structures on an individualized basis by controlled composition assignments. A Level V teacher may opt to emphasize reading skills to prepare a class for GED transition or vocational training, yet handle the necessary grammar review through supplementary composition assignments. Of course, all choices should be based on student needs. Please refer to the individual level descriptions for more details.



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## HOW TO USE THE CURRICULUM GUIDE

To best utilize Triton's ESL Curriculum Guide, teachers should:

1. Read the introductions to the three core components. Here they will be provided with definitions, explanations, and rationales for these areas.
2. Study the content designated for their specific level. By coordinating this material with their texts and by supplementing as necessary, they will cover the required information.
3. Become familiar with the preceding level(s).
4. Consult the resources listed in the appendices. These are occasionally cross-referenced to the core areas and can be used to stimulate professional growth, to enhance classroom procedure, and to adapt the classroom content to student needs.

Triton's English as a Second Language staff is always ready to aid in any way possible teachers who may need help understanding and implementing this guide, developing lesson plans, or responding to student needs. This curriculum guide was designed and developed for the benefit of Triton's English as a Second Language instructors. Keeping it reflective of Triton's progressive ESL program is an on-going process. Comments concerning this guide are welcome and will help form the basis for future revisions.



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## INTRODUCTION TO CORE COMPONENTS:

## PRACTICAL LIFE COMPETENCIES

In order to function well in everyday life in American society, the ESL student requires basic knowledge in a variety of areas. The Practical Life Competencies component of this curriculum lists six areas chosen to be the most helpful to students. They are:

General Information
Personal/Social/Cultural Knowledge
Consumer Education
Health
Employment
Community Agencies/Resources

These areas remain constant throughout the levels; however, the specific points to be covered at each level become more sophisticated as the student's knowledge of English increases. In addition, many Triton students do not follow a sequence of classes from Levels I - V, but rather enter somewhere in the middle of the series. They may not have covered material dealt with at prior levels. Students often have large gaps in their knowledge of English; therefore, the students' interests, needs, and abilities should determine what areas from this section should be emphasized in each class. At the upper levels, the needs assessment found in Appendix A may be useful in determining which of the Practical Life Competencies should be stressed. Since all of the areas are important, it is advantageous to the students to cover as many as possible.

Each topic need not be practiced utilizing all four skill areas, i.e., listening, speaking, reading, writing. For example, the student needs only to be able to understand and recognize the vocabulary item "Dairy Products" (Consumer Education). To ensure developing the student's communicative ability in dealing with the topics, the teacher should integrate Practical Life Competencies as much as possible with the two other core components.



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## INTRODUCTION TO CORE COMPONENTS:

## STRUCTURES

Structures, as specified in this curriculum guide, refer to grammatical items, pronunciation, word study, and spelling. These structures form a basis for the student to acquire proficiency in the topics listed under Practical Life Competencies and the functions indicated in Communicative Skills.

The structures listed designate the items that should be emphasized at each level. Some structures may not necessarily be covered in the text, but because the curriculum is to be utilized throughout Triton's entire ESL program, it is the teacher's responsibility to prepare lessons to cover these items.

The structures are listed according to parts of speech, e.g., noun, verb, adjective, etc., not necessarily in the order that they should be presented, nor are the lists exhaustive. Since ESL classrooms are heterogeneous in nature and the typical ESL student does not always enter at the beginning level and exit at the end of the advanced level, it is necessary for the teacher to determine which grammatical concepts the student has already mastered and which concepts need to be taught or reviewed from the previous levels. Therefore, the teacher should become familiar with the structures presented in preceding levels.

The instructor should attempt as much as possible to integrate the teaching of the structures with the topics and functions presented in the other two components, Practical Life Competencies and Communicative Skills. In this way, the teacher can best aid the student to achieve the goal of communicative competence in English.



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## INTRODUCTION TO CORE COMPONENTS:

## COMMUNICATIVE SKILLS

Communicative skills are designed to enable ESL students at every level to function in American society. This curriculum area is intended to help students develop a repertoire of conversational exchanges for successful social interaction and learn subtleties of American culture. By anticipating various business and social situations, students learn necessary communication functions and understand and produce appropriate phrases and responses.

Certainly the list of speech functions provided is not all-inclusive. Efforts were made to limit the number of functions presented at each level and to sequence them in terms of sophistication and difficulty. Functions at the lower levels can and should be re-introduced and practiced at subsequent levels with more complex structures and vocabulary. Of course, teachers and students may bring up and rehearse conversations for situations not listed. This is expected as teachers remain flexible in meeting their students' needs.

Instruction in communicative skills should remain informative, flexible, and fun. Dialogues and role-plays are the most natural methods for teaching such skills.[1] Other stimuli, such as pictures and maps, and strategies, such as problem-solving, should also be employed. Gestures and changes in tone of voice and intonation are essential components of lessons in communicative skills.[2] Teachers should experiment and expand their own techniques in helping students develop functional communicative ability in English.

1. cf. Kettering, Developing Communicative Competence: Interaction Activities in English as a Second Language and Hargreaves and Fletcher, Making Polite Noises.

2. See Appendix C - Non-Verbal Communication, A Partial List of Common American Gestures.



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# Pre-Level I



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# INTRODUCTION TO

# PRE-LEVEL I

# (Beginning Conversation)

ESL students entering Pre-Level I know very little or no English and may be functionally illiterate in their own languages. These students cannot carry on a basic conversation with a native speaker.

At this level the teacher should emphasize the development of oral/aural skills. Through the use of visuals, e.g., pictures, maps, and clocks, and other realia, students learn to understand, respond to, and produce basic vocabulary. To facilitate learning, the teacher can have the students respond physically to requests and commands.

Reading and writing should not be ignored. For example, students should learn to recognize words on traffic signs and on products in the supermarket. They should learn to write the letters of the alphabet in order and copy simple vocabulary items. However, students at this level should not be expected to read and/or write any words they have not been exposed to and understood orally.

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# PRACTICAL LIFE COMPETENCIES

## PRE-LEVEL I

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

**Alphabet**

- names of letters
- consonant sounds
- manuscript - upper/lower cases
- cursive - upper/lower cases
- signature

**Days of the Week**

**Months of the Year**

**Numbers**

- cardinal numbers 1 - 100
- oral production
- written numerals

**Time**

What time is it?
- It's 3 o'clock
- 4:30
- a quarter to/after 11

**Colors** (Basic)

**Basic Classroom Terminology**

procedures (Comprehension only)
- listen, write, question
- repeat, read, answer

objects in classroom
- pencil
- book
- paper
- desk
- notebook
- blackboard

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B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Personal Information (Comprehension with appropriate response)

name
address
telephone number
zip code

Family Relationships

mother
father
son
daughter

C. CONSUMER EDUCATION

Food and Drink

basic items
- orange
- apple
- rice
- chicken
- coffee
- milk
- water

U.S. Buying & Selling Procedures

money
- penny
- nickel
- dime
- quarter
- dollar

Housing (Comprehension only)

It's a house.
It's an apartment.

Telephone

number

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D. HEALTH

Parts of the Body

eyes
ears
nose
head
arm
leg

E. EMPLOYMENT

Occupations (Comprehension only)

teacher
student
policeman
fireman

F. COMMUNITY AGENCIES/RESOURCES (Comprehension only)

school
fire department
police department

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# STRUCTURES

## PRE-LEVEL I

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all-inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class.

| | Examples |
|---|---|
| **A. NOUNS** | |
| Singular/Plural | |
| "s" form | book/books |
| irregular (Comprehension only) | man/men<br>tooth/teeth<br>child/children |
| **B. PRONOUNS** | |
| Subject | I, you, he, she, it, we, they |
| Demonstrative | this, that, these, those |
| **C. VERBS** | |
| Present - "be" | |
| affirmative statement | John is a student. |
| negative statement | Mary is not a teacher. |
| "yes"/"no" question | Is Mary a teacher? |
| short answer | Yes, she is.<br>No, she isn't. |

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D. CONTRACTIONS

| | Examples |
|---|---|
| Pronoun + "be" | |
| affirmative | I'm, you're, he's, she's, it's, we're, they're, that's |
| negative | isn't, aren't |
| question | what's |

E. ADJECTIVES

| | |
|---|---|
| Descriptive | red, blue, big, little |
| Possessive | my, your, his, her |
| Definite & Indefinite Articles | a/an, the |

F. ADVERBS

| | |
|---|---|
| Location | here, there |
| Time | today, tomorrow |

G. PREPOSITION

| | |
|---|---|
| Location (Comprehension only) | in, on |

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H. CONJUNCTIONS

| | |
|---|---|
| "and" | The pencil and pen are on the desk. |
| "or" | Is it a pencil or a pen? |

I. PRONUNCIATION

| | |
|---|---|
| Blends | th, sh, ch, wh |
| Consonant Sounds | |

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## COMMUNICATIVE SKILLS

## PRE-LEVEL I

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR COMPREHENSION/ PRODUCTION |
|---|---|---|
| 1. Greeting and Responding | All situations | Hello. How are you?<br>I'm fine.<br>Hi.<br>Good morning/afternoon/evening. |
| 2. Introducing Yourself and Others | All situations | I'm _____.<br>My name is _____.<br>That's/This is _____. |
| 3. Leave Taking | All situations | Good bye.<br>Good night.<br>See you later.<br>Tuesday. |
| 4. Using Polite Words | All situations | Please<br>Thank you.<br>Excuse me. |
| 5. Asking and Answering about Identity | All situations | What's your name?<br>Where do you live?<br>Where are you from?<br>I'm from _____. |

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# Level I

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# INTRODUCTION TO

# LEVEL I

ESL students entering Level I can understand and produce isolated utterances in English, can recognize some high frequency words, and may be able to write their names, addresses, and phone numbers. They cannot carry on a basic conversation in English.

At this level oral/aural skills should be emphasized. The students begin to build a basic vocabulary of items related to their everyday lives. They learn to respond to requests, commands, and common questions, and to distinguish between statements and questions.

All new structures, functions, and topics should be practiced orally before students are asked to read or write them. Reading is limited to recognizing words related to basic survival skills and reading words and sentences in their texts. Writing can be practiced by having students copy words and sentences from the texts and by having them create their own sentences with their newly acquired structures and vocabulary. At this level, students should also learn basic punctuation, capitalization, and alphabetization.

Learning is facilitated if the teacher can help the students transfer the use of their new language skills to their daily lives. Therefore, classroom exercises and activities should be relevant to students' needs.

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# PRACTICAL LIFE COMPETENCIES

## LEVEL I

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

Alphabet

- names of letters
- manuscript - upper/lower cases
- cursive - upper/lower cases
- signature

Days of the Week & Their Abbreviations

Months of the Year & Their Abbreviations

Numbers

- cardinal 1-1,000
- ordinal 1st, 2nd, 3rd, 10th, last

Time

| | |
|---|---|
| It's 3 o'clock | morning |
| 4:30 | afternoon |
| a quarter to/after 11 | evening |
| | night |

Weather

| | |
|---|---|
| hot | nice |
| cold | tornado watch/warning |
| windy | temperature |
| cloudy | Centigrade |
| rainy/raining | Fahrenheit |

Seasons

- winter
- spring
- summer
- fall

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Colors

red
yellow
light and dark green

Basic Classroom Terminology

procedures
listen practice
repeat fill-in

objects in classroom

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Personal Information

name - first/last
address
telephone number
zip code
social security number

Family Relationships

family members

Holidays

major U.S. holidays, especially those which occur during the term

Recreation/Entertainment

parks
sports
movies

C. CONSUMER EDUCATION

Food and Drink

basic items/staples
names of meals
shopping for food
eating in a restaurant

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Clothing

basic items
shirt
coat
dress

paired items
shoes
pants
glasses

U.S. Buying & Selling Procedures

money
making change
denominations/values

Housing

house/apartment
rooms of house
basic furniture items

Telephone

emergency calls

Transportation

bus
train
car

D. HEALTH

Parts of the Body

Common Illnesses

cough
cold
flu
headache
fever

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Common Medications/Supplies

aspirin
cough drops
thermometer
  Centigrade
  Fahrenheit

E. EMPLOYMENT

Occupations

waitress
mechanic
lawyer

Schedules

break
on time
lunch time
shift

F. COMMUNITY AGENCIES/RESOURCES

Post Office

letter
stamp
parcels
social security

Fire & Police Departments

emergency calls

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# STRUCTURES

## LEVEL I

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class.

| | Examples |
|---|---|
| **A. NOUNS** | |
| Singular/Plural | |
| regular | boy/boys<br>library/libraries<br>sandwich/sandwiches |
| irregular | tooth/teeth<br>child/children |
| Count/Mass | She's eating cheese/meat/bread.<br>I'm eating an apple/a sandwich. |
| Possessive | student's/students' |
| **B. PRONOUNS** | |
| Subject | I, you, he, she, it, we, they |
| Object | me, you, him, her, it, us, them |
| Demonstrative | this, that, these, those |
| Impersonal "it" | It's five o'clock.<br>It's raining.<br>It's Tuesday. |
| Expletive "there" | There is a book on the desk. |

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## C. VERBS

| | Examples |
|---|---|
| **Present - "to be"** | |
| affirmative statement | He is a mechanic. |
| negative statement | She is not a cashier. |
| question | Is he a welder? |
| short answers | Yes, he is.<br>No, he isn't. |
| complete answers | Yes, he's a welder.<br>No, he isn't a doctor. |
| **Present Tense** | |
| affirmative statement | I work in a factory. |
| negative statement | I don't work in an office. |
| question | Does he work in a school? |
| short answers | Yes, he does.<br>No, he doesn't. |
| complete answers | Yes, he works in a school.<br>No, he doesn't work in an office. |
| **Present Progressive Tense** | |
| affirmative statement | She's wearing a skirt. |
| negative statement | He isn't wearing a vest. |
| question | Are you wearing a hat? |
| short answers | Yes, I am.<br>No, I'm not. |
| complete answers | Yes, I'm wearing a hat.<br>No, I'm not wearing a hat. |

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| Past Tense (Introduction only) | Examples |
|---|---|
| regular affirmative statement | He parked his car. |
| common irregular verbs affirmative statement | They went to school. |
| **Modal** | |
| "can" | |
| affirmative statement | He can speak English. |
| negative statement | She can't speak Spanish. |
| question | Can you play tennis? |
| short answers | Yes, I can.<br>No, I can't. |
| complete answers | Yes, I can play tennis.<br>No, I can't play tennis. |

D. CONTRACTIONS

| | |
|---|---|
| Pronoun + "be" | I'm, you're, he's, she's, it's, we're, they're |
| Negative | isn't, aren't, don't, doesn't, can't |
| Question | what's, where's, who's |

E. ADJECTIVES

| | |
|---|---|
| Descriptive | blue, big, tired |
| Expressions of Quantity | some, two, a lot, seventeen, first |
| Possessive | my, your, his, her, its, our, their |
| Demonstrative | this, that, these, those |
| Definite/Indefinite Articles | a, an, the |

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F. ADVERBS

| | Examples |
|---|---|
| Frequency (Note: position in sentence) | always, never, sometimes |
| Time | now, today, everyday, yesterday |
| Location | here, there, everywhere |

G. PREPOSITIONS

| | |
|---|---|
| Location | at, in, on, under, next to |
| Time | before, after, at |
| Other | of, for, by |

H. CONJUNCTIONS

"but," "and," "or"

I. PRONUNCIATION

| | |
|---|---|
| Final /s/, /z/, /iz/ | |
| plurals | socks, apples, glasses |
| verbs | helps, finishes |
| Final /t/, /d/, /id/ | |
| regular past ( -ed) | walked, lived, started |
| Vowel Contrasts | |
| short/long | live/leave |
| minimal pairs | ball/bowl<br>tap/tip |

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| Consonant Contrasts | Examples |
|---|---|
| /th/ and /d/ | they/day |
| voiced /th/ and voiceless /th/ | this/thank |
| **Intonation and Stress** | |
| rising intonation | Do you have a pencil? |
| falling intonation | Where do you live? |
| reduced stress | cup o'soup<br>o'clock |

J. QUESTION FORMATION

| Question Words | |
|---|---|
| | who<br>what<br>when<br>where<br>why<br>what time<br>how<br>how much/how many |

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## COMMUNICATIVE SKILLS

## LEVEL I

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 1. Greeting and Responding | In the classroom<br>formal (between teacher-student)<br>informal (between friends) | Good morning/evening.<br>Hello! How are you?<br>Fine.<br>Hi! What's new! |
| 2. Introducing Yourself and Others | In the classroom<br><br>At a party or social function | My name is _____.<br>I'm _____.<br>_____, this is _____.<br>I want you to meet _____.<br>I'd like you to meet _____.<br>Meet my friend _____. |
| 3. Leave Taking | At school (between teacher-student)<br>At work<br>At a party | Good-bye. Good night.<br><br>So long. Take it easy.<br>Bye, see you later. |
| 4. Using Polite Words | All situations | Please.<br>Thank you.<br>God bless you.<br>You're welcome.<br>Excuse me.<br>I'm sorry.<br>That's okay. |





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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 5. Asking and Answering about Identity | At a job interview<br><br>At a social gathering | What's your name?<br>Where do you live?<br>Where are you from?<br>I'm from _____.<br>What do you do?<br>I'm a mechanic.<br>Who's that?<br>Is he your brother? |
| 6. Apologizing or Excusing Oneself | Bumping into someone<br>Being late/absent<br><br>Not liking or wanting something | Excuse me, _____. Pardon me.<br>I'm sorry I'm late. I had to work./I was sick.<br>No, thank you. I don't want any coffee. |
| 7. Expressing Lack of Understanding | In the classroom<br><br>At work | Please, repeat it.<br>spell it.<br>write it.<br>Please, speak slowly.<br>I don't understand.<br>I don't know. |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 8. Requesting Items or Information | At a grocery store<br>At home<br>At work<br>At school | Do you have any milk?<br>May I have a cup of coffee?<br><br>Can I use (borrow) your eraser? |
| 9. Asking For, Giving, and Denying Permission | At work<br><br>In the classroom<br><br>At a store | May I leave early?<br>Can you give me a ride?<br>Can I write in this book?<br>You shouldn't write in this book.<br>Can I return this?<br>You can't return this. |
| 10. Expressing Needs and Requesting Assistance | At a store<br><br>In an emergency | I want a pair of brown shoes.<br>I'd like another one.<br>I need a size 10.<br>There is a _____.<br>I want to report a/an _____.<br>(fire/injury/accident)<br>Please send help.<br>I need an ambulance. |

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# Level II

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# INTRODUCTION TO

# LEVEL II

ESL students entering Level II can engage in very basic conversation, express simple needs and requests, and relay personal information in oral and written form. They may need to have many items repeated or rephrased in simpler form in order to understand.

At this level, special emphasis should be given to speaking and listening skills. Soliciting appropriate responses to questions, commands, and requests is a useful activity. Pronunciation drills can help students distinguish between new sounds, but emphasis should be given to allowing students opportunities to produce language meaningful to them.

Reading activities should focus on building vocabulary, developing word recognition skills, and establishing meaning. Reading skills can be developed through general classroom activities, utilizing the text, workbook, and worksheets. Outside resources can also add interest and variety.

At this level, students should learn how to fill out forms such as health forms and applications for jobs, social security numbers, and a driver's license. Giving students the opportunity to use their new language in meaningful contexts is essential for developing good skills.

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# PRACTICAL LIFE COMPETENCIES

## LEVEL II

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

Alphabet

alphabetical order

Measurements

Metric/U.S. System
Units and Their Abbreviations

| | | |
|---|---|---|
| inch | = | in. |
| foot | = | ft. |
| yard | = | yd. |
| mile | = | mi. |
| pint | = | pt. |
| quart | = | qt. |
| gallon | = | gal. |
| pound | = | lb. |
| cup | = | c. |
| teaspoon | = | tsp. = t. |
| tablespoon | = | Tbls. = T. |

Numbers: Groupings

address - 57 23, 1 32, 2 0 7 0
year - 19 81, 18 03
telephone - 7 9 2 - 3 1 9 8
zip code - 6 0 3 0 2
social security number - 3 4 5 - 2 7 - 9 0 2 8
dates - March 17, 1952, 3/17/52
numbers - thousand, million

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Time

a.m.
p.m.
noon
midnight
face/digital clocks
It's ten to eight.

7:50

It's three o'clock in the afternoon.

It's three o'clock in the morning.

Weather

drizzle
fog/foggy
precipitation
showers
sleet
slush
tornado watch/warning
thunder/lightening
thunderstorm

Seasons

months of each season
beginning dates
typical weather

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Personal Information

maiden name
initials
educational background
occupation
physical description
height (ht.)
weight (wt.)
body build - thin
medium
heavy
hair color and type - blonde
brunette
straight

eye color

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residency - length of time in U.S.A.
nationality - ethnic origin
language - Spanish
Polish
Vietnamese
daily routine

Family Relationships

immediate
son/daughter
father/mother
wife/husband
extended
brother-in-law
cousin
niece

Holidays/Celebrations

customs and celebrations of the holidays, especially those which occur during the term
births
birthday/saint's name day
anniversary
wedding

Recreation/Entertainment

parties
movies - G - PG - R - X
names of American sports
spectator/participant

| | |
|---|---|
| football | swimming |
| soccer | running |
| hockey | tennis |
| baseball | |

hobbies
gardening
coin collecting
cooking
games
checkers
chess
backgammon
cards

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C. CONSUMER EDUCATION

Food and Drink

- common food
  - chicken
    - fryer
    - drumstick
    - breast
  - milk
    - skim
    - 2%
    - homogenized
- shopping and ads
  - prices
    - $.25 a lb.
    - 15¢ each
- grocery store/supermarket
  - sections
    - dairy
    - produce
    - meat
    - frozen foods
    - canned goods

Clothing

- sizes - men's, women's, children's
  - shoes - 7B, 5½AA
  - clothes - small (S)
    - medium (M)
    - large (L)
    - extra large (XL)

Stores and Shops

- large stores
  - department
  - discount
  - grocery (see above Food and Drink)
- small shops
  - barber/beauty
  - florist
  - gift

U.S. Buying & Selling Procedures

- check (personal)
- traveler's check
- money order
- cash or charge
- credit card

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## Housing

- kinds of housing and related terminology
  - apartment - studio, 2 bedroom
  - condominium
  - house
- renting and owning
  - landlord/landlady
  - superintendent/janitor
  - security deposit
  - lease
- furnished/unfurnished
- residence
  - city
  - town/village
  - county
  - suburb
- furniture
- appliances

## Telephone

- standard telephone phrases
  - Hello.
  - Goodbye.
  - Just a minute, please.
  - Hang on./Hold on.
  - Is John there?
  - May I speak to him?
- request for using a telephone
  - May I use your phone?
  - Where is a pay phone?
- use of the telephone book
  - white pages
  - finding numbers
  - finding an address

## Transportation

- fare
- ticket
- token
- transfer
- monthly pass
- places
  - bus stop
  - station
  - airport
- travel phrases
  - one way
  - round trip
  - arrivals/departures

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directions
- north (N)
- south (S)
- east (E)
- west (W)
- blocks
- turn/go
- left/right

D. HEALTH

Common Illnesses

- toothache
- sore shoulder
- rash

Common Diseases and Immunizations

- measles
- mumps
- chicken pox
- polio

Health Care

- appointment
- emergency room
- pregnancy
- visit to a doctor/dentist

Common Medications/Supplies

brand names
- Alka-Seltzer
- Pepto-Bismol
- Contact
- Vaseline
- Sucrets
- Bayer Aspirin
- Tylenol

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E. EMPLOYMENT

Job Applications (see also Personal Information)

Occupations and Work Activities

I'm an auto mechanic. I repair cars.

F. COMMUNITY AGENCIES/RESOURCES

Bank

savings/checking account
deposit/withdrawal slip

Schools

pre-school
elementary
junior high/middle school
high school
college
university

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# STRUCTURES

## LEVEL II

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class. Review of Level I grammatical items is usually necessary and often helpful before introducing the items designated for Level II. Teacher discretion, students' abilities, and the textbook will determine the extent to which this is necessary.

### A. NOUNS

| | Examples |
|---|---|
| **Singular & Plural** | |
| spelling change | woman/women<br>mouse/mice<br>wife/wives<br>loaf/loaves |
| no spelling change | sheep/sheep<br>news/news<br>trousers/trousers |
| **Possessive** | boy's/boys'<br>woman's/women's |
| **Comparatives/Superlatives** | |
| comparisons of inequality | |
| count | more books, the most books<br>fewer books, the fewest books |
| mass | more wine, the most wine<br>less wine, the least wine |
| comparisons of equality | as...as |
| count | as many cups of coffee as |
| mass | as much coffee as |

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B. PRONOUNS

| | Examples |
|---|---|
| **Impersonal "it"** | |
| weather | It's snowing. |
| identification | It's Jeff. |
| time | It's twelve o'clock. |
| distance | It's two miles. |

C. VERBS

**Present Tense**

emphasis on the third person singular

**Past - "be"**

| | |
|---|---|
| affirmative statement | He was hungry. |
| negative statement | He wasn't fired. |
| question | Were they in class? |
| short answers | Yes, they were.<br>No, they weren't. |
| complete answers | Yes, I was late.<br>No, I wasn't late. |

**Past Tense - Regular/Irregular**

| | |
|---|---|
| affirmative statement | They waited. |
| negative statement | He didn't wait. |
| question | Did he go? |
| short answers | Yes, he did.<br>No, he didn't. |
| complete answers | Yes, he went.<br>No, he didn't go. |

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| | Examples |
|---|---|
| **Present Progressive Tense** | |
| affirmative statement | I am living in Oak Park. |
| negative statement | She is not studying Spanish. |
| question | Are they going to the party? |
| short answers | Yes, they are.<br>No, they aren't. |
| complete answers | Yes, he is planning a vacation.<br>No, he isn't planning a vacation. |
| **Past Progressive Tense** (Introduction only) | |
| affirmative statement | She was wearing a coat. |
| negative statement | They weren't driving home. |
| question | Was he studying English when the phone rang? |
| short answers | Yes, he was.<br>No, he wasn't. |
| complete answers | Yes, she was putting the car away.<br>No, she wasn't putting the car away. |
| **Future - "be" + "going to" + verb** | |
| affirmative statement | She is going to play tennis. |
| negative statement | I'm not going to scream. |
| question | Are you going to eat too? |
| short answers | Yes, I am.<br>No, I'm not. |
| complete answers | Yes, I am going to learn English.<br>No, I'm not going to learn English. |

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| | Examples |
|---|---|
| **Future - "will" + verb** | |
| affirmative statement | We will come home at 6:00. |
| negative statement | He won't fix my washing machine. |
| question | Will you be on time? |
| short answers | Yes, I will.<br>No, I won't. |
| complete answers | Yes, she will make the dress.<br>No, she won't make the dress. |
| **Modals** | |
| "can," "may," "must," "should" | |
| affirmative statement | We must finish by June. |
| negative statement | She shouldn't do that. |
| question | May I go? |
| short answers | Yes, you may.<br>No, you may not. |
| complete answers | Yes, we can finish by June.<br>No, we can't finish by June. |
| **Special Verbs** | |
| "want to," "like to," "need to," "have to" | |
| affirmative statement | I want to sing. |
| negative statement | She doesn't like to cook. |
| question | Does she need to go now? |
| short answers | Yes, she does.<br>No, she doesn't. |
| complete answers | Yes, the student has to register.<br>No, the student doesn't have to register. |

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| | Examples |
|---|---|
| **Imperative** | |
| affirmative statement | Give me your paper.<br>Let's go. |
| negative statement | Don't close the door. |
| polite statement | Please finish your work. |

D. CONTRACTIONS

| | |
|---|---|
| **Negative** | shouldn't, can't, don't, wasn't, weren't, doesn't, didn't, won't |
| **Contrast** | |
| "it's" (contraction) | It's a dog. |
| "its" (possessive adjective) | Its tires are flat. |

E. CLAUSES

| | |
|---|---|
| **Adverbial/Adjective** | |
| "who" | A doctor is a person who works in a hospital. |
| "where" | A factory is a place where you work. |

F. ADJECTIVES

| | |
|---|---|
| **Possessive** | my, your, his, her, our, their |
| **Comparative/Superlative** | |
| comparisons of inequality | |
| regular | smarter, the smartest<br>fatter, the fattest<br>easier, the easiest<br>more important, the most important |

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| | Examples |
|---|---|
| irregular | good/better/the best<br>bad/worse/the worst |
| comparisons of equality | John is as tall as Bob. |
| **Expressions of Quantity** | |
| count | some students<br>a lot of students<br>many students<br>a few students |
| mass | some coffee<br>a lot of coffee<br>much coffee<br>a little coffee |

G. ADVERBS

| | |
|---|---|
| Formation | angry/angrily<br>calm/calmly |
| Frequency | often, always, never, sometimes, hardly, ever, usually, seldom |
| Time | now, yesterday, tomorrow, today, everyday, last week |
| Location | here, there, everywhere |
| Manner | slow/slowly, quick/quickly, rapid/rapidly |
| Degree | almost, very, too, really |
| **Comparative/Superlative** | |
| comparisons of inequality | faster, the fastest<br>more carefully, the most carefully<br>less carefully, the least carefully |
| comparisons of equality | He drives as carefully as she does. |

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| H. PREPOSITIONS | Examples |
|---|---|
| Time | |
| "in" | She was born in 1932. |
| "on" | He was born on July 27th. |
| "during" | He goes to the country during the summer. |
| "for" | He studied English for 2 years. |
| "after" | He goes to school after work. |
| "at" | She goes to school at 7 o'clock. |
| Location | over, under, at, to, in, on, between, behind, among |
| Regarding Transportation | He went by bus.<br>He went in a car. |

I. CONJUNCTIONS

"either...or"
"neither...nor"

"and," "but,""because," "or"

J. PRONUNCIATION

| Final /s/, /z/, /iz/ | |
|---|---|
| plurals | socks, apples, glasses |
| verbs | helps, finishes |
| **Final /t/, /d/, /id/** | |
| regular past ( -ed) | walked, lived, started |

K. QUESTION FORMATION

| Questions Words | what kind of<br>how long<br>which |
|---|---|

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## COMMUNICATIVE SKILLS

## LEVEL II

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 1. Expressing Agreement and Disagreement | In formal situations<br><br>In informal situations | Yes/No/OK<br>That's right/wrong/fine/not right.<br>Uh-huh/all right/sure.<br>I don't think so. |
| 2. Requesting Definitions and Clarifying Meanings | In the classroom | How do you spell that?<br>What does this mean? It means _____.<br>What does ____ mean? ____means _____. |
| 3. Expressing & Resolving Misunderstandings | In general conversation about language<br><br>In formal situations<br><br>In informal situations | Say it again, slower.<br>Would you write it, please?<br><br>What did you say?<br>Pardon (me).<br>I didn't understand you.<br>What?<br>Huh? |
| 4. Asking about Ownership and Claiming Belongings | In the classroom<br><br>At a social gathering | Whose book is this?<br>It's mine.<br>That's my book.<br>Is this <u>your</u> coat?<br>his<br>her<br>Yes, it is.<br>No, it isn't. |

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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 5. Interrupting or Getting Someone's Attention | In formal situations | Excuse me.<br>Pardon me.<br>Miss, Sir. |
| | In informal situations | Hey!<br>Say, Mary... |
| 6. Expressing Capability or Incapability | At a job interview | I can understand English. |
| | In the classroom | I can't see the blackboard. |
| | At a social gathering | It's too late. (I can't stay.) |
| 7. Requesting Services | In service situations:<br>at a restaurant<br>in a movie theatre<br>in a store<br>in a bank | A cup of coffee, please.<br>Two adults please.<br>Do you have this in a size 9?<br>I need a deposit slip. |
| 8. Asking for Prices | At a grocery store | How much is a gallon of milk?<br>What does it cost? |
| | At a department store | How much is this dress? |
| | In conversations about events & services | What's the price (of this)? |

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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 9. Talking about Likes and Dislikes | All situations | Do you like American movies?<br>Who's your favorite TV star?<br>What kind of food do you like?<br>I like _____.<br>I don't like _____.<br>Not really. It's OK. |
| 10. Expressing Doubt or Uncertainty and Certainty | All situations | I'm not sure/I don't know.<br>Maybe. Could be.<br>I think ....<br>I guess she's gone.<br>Sure, I'm positive. |
| 11. Making, Accepting, and Declining Invitations | All situations | How about some coffee?<br>Do you want to play tennis today?<br>Yes, thanks.<br>Sure!<br>No, I'm sorry, I can't.<br>Not right now, thanks. |
| 12. Making and Accepting Suggestions | All situations | Let's ask the boss.<br>Maybe we should forget it.<br>O.K.<br>That's good. |





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# Level III

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# INTRODUCTION TO

# LEVEL III

ESL students entering Level III can engage in restricted conversations with native speakers. Generally their comprehension is better than their production, which may be somewhat hesitant. At times, they may require repetition and rewording.

At this level, equal emphasis should be placed on the four skills: listening, speaking, reading, and writing. Listening and speaking can be practiced by having students rephrase or complete dialogues, by having them do some simple role-plays, and by having them practice simulated telephone conversations.

Students should practice reading for the main idea and for specific information. They can build their vocabularies by learning to derive the meanings of words from context. Basic composition skills can be taught such as paragraphing and indenting. Students should be asked to write controlled one paragraph compositions.

Students should be exposed to natural language at a normal conversational pace. The skills should be practiced in meaningful contexts so that the students feel comfortable using their new language in their daily lives.



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# PRACTICAL LIFE COMPETENCIES

## LEVEL III

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

#### Numbers

- percentages
  - sale: 30% off all merchandise
- fractions
  - 3½ years old
  - ¼ tsp.
- simple math
  - add
  - subtract/take away
  - multiply/times
  - divide

#### Weather

- terms
  - hail
  - hurricane
  - overcast
  - ozone advisory/alert
  - wind chill factor
- reports
  - radio
  - newspaper

#### Time

- daylight savings time

#### Colors

| | |
|---|---|
| pale | bright |
| deep | dull |



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## B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

### Personal Information

- job application
  - filling out forms
  - appearance
  - dependents
  - employment history
- personality/character traits
  - competent
  - intelligent
  - sensitive
  - serious
  - showoff
  - rude
- social questions for conversation
  - appropriate
    - How old are your children?
    - What do you do?
  - inappropriate
    - How much do you weigh?
    - How old are you?

### Family Relationships

- cultural patterns (discussion or reading topics)
- mobility
- immediate vs. extended family
- childcare
- working women or women's roles
- divorce/ separation/ remarriage
  - stepmother/father
  - stepbrother/sister
  - half brother/sister
  - guardian
  - widow/widower

### Holidays/Celebrations

- weddings (contrast with students' native cultures)
- funerals/deaths
- graduations
- major U.S. holidays (especially those which occur during the term)
- major international holidays (e.g. Chinese New Year)



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Recreation/Entertainment

- sports
  - local clubs
    - Cubs
    - Bears
- hobbies
  - knitting/sewing
  - reading
  - playing musical instruments
  - skating

C. CONSUMER EDUCATION

Food and Drink

- comparison shopping
  - better buy
  - better value
  - cheaper
  - expensive
- generic
- house brands
- brand names
- coupon/refund

Clothing

- sales
  - final/clearance
  - January white
  - August: 20% off winter coats
- washing/cleaning instructions
  - dry clean only
  - permanent press
- fabrics and notions
  - wool
  - cotton
  - polyester
  - velcro
  - zipper
  - snap
  - plaid
  - solid
  - stripe
  - check
  - design (e.g. floral)
  - thread
  - pins
  - needles
  - safety pins

Stores and Shops

- stores
  - hardware
  - lumber
  - drug



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departments
- automotive
- camera
- draperies
- housewares
- toiletries

U.S. Buying and Selling Procedures

- credit cards
- interest rates/loans
- receipts, refunds, exchanges
- mail and phone order
- used goods - cars, furniture
  - garage sales
  - classified ads
  - bulletin boards

Housing

- discussion of neighborhoods and communities
- home repairs and tools
- condominium
- renter's/home insurance
- mortgages

Telephone

- ordering from a catalog
- taking a message
- reporting illness to employer or school
- use of the telephone book
  - yellow pages
  - area code
  - toll free numbers (800)
  - long distance
    - rates
    - direct-dial
    - operator-assisted

Transportation/Travel

- schedules and reservations (airplane, hotel, train)
- fares - discount
  - children
  - senior
  - weekend/holiday
- vacations
- traffic signs/signals
- automobile license and stickers

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D. HEALTH

Office Visits (doctor, dentist)

- basic procedures
- forms
  - medical history
  - insurance
- symptoms

Diseases, Illnesses, Complaints

- bronchitis
- cavities
- indigestion
- infection
- strep throat
- lice
- strains and sprains

Hospitalization

- rooms
  - private
  - semi-private
- bills
- visits
  - hours
  - rules

Emergency Treatment

- first aid
- emergency room procedures
- ambulance/paramedic
- X-rays

E. EMPLOYMENT

Getting a Job

- interview
- hiring procedures

Fringe Benefits

- holidays
- insurance
- paid vacation
- workman's compensation

Leaving a Job

- firing
- lay-off
- quitting

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Assistance for Unemployed

public aid
welfare
food stamps
unemployment compensation

F. COMMUNITY AGENCIES/RESOURCES

Bank

safety deposit box
premium-gifts
certificates of deposit

Museums & Other Attractions

art institute
planetarium
aquarium
zoo
conservatory

Newspaper

headlines & summaries
weather
TV-movie schedules
classified/want ads
advertisements/abbreviations (e.g. 3 bdrm.)

Library

card
check out
due date

Schools

community college
night school classes

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# STRUCTURES

## LEVEL III

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all-inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class. Review of Level II grammatical items is usually necessary and often helpful before introducing the items designated for Level III. Teacher discretion, students' abilities, and the textbook will determine the extent to which this is necessary.

### A. NOUNS

| | Examples |
|---|---|
| Names of Countries/ Languages/Nationalities | Mexico/Spanish<br>Mexican |
| Gerunds (Introduction only) | I like reading. |
| Nouns That Are Also Verbs | an iron/to iron<br>a plant/to plant |
| Nouns Used to Modify Nouns | vegetable soup<br>a camera shop |

### B. PRONOUNS

Indefinite
(Introduction only)

| | |
|---|---|
| singular<br>"another," "each,"<br>"everybody," "anyone,"<br>"nobody," "one" | Everyone is here. |
| plural<br>"both," "few,""many,"<br>"others," "several," "ones" | Both of them were absent. |

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| | Examples |
|---|---|
| singular/plural "all," "any," "more," "most," "some" | Some of the boys are in the room.<br>Some of the bread is on the table. |
| **Interrogative** | |
| contrast "whose" with "who's" | Whose coat is that?<br>Who's coming? |
| whom | With whom do you come to school? |
| **Reflexive/Intensive** | The boss himself will finish the job.<br>The boss will finish the job himself. |
| **Possessive** | |
| "mine," "yours," "his," "hers," "ours," "theirs" | This is mine. |

C. VERBS

| | |
|---|---|
| **Past Progressive Tense** | |
| affirmative statement | I was playing tennis yesterday. |
| negative statement | She wasn't driving fast. |
| question | Was he writing in English? |
| short answers | Yes, he was.<br>No, he wasn't. |
| complete answers | Yes, he was writing in English.<br>No, he wasn't writing in English. |
| **Present Perfect Tense** | |
| affirmative statement | He's travelled to Europe several times. |
| negative statement | She hasn't learned English yet. |
| question | Has she been to Europe yet? |

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| | Examples |
|---|---|
| short answers | Yes, she has.<br>No, she hasn't. |
| complete answers | Yes, she has been to Europe.<br>No, she hasn't been to Europe. |
| **Past Perfect Tense** | |
| affirmative statement | He had left when we arrived. |
| negative statement | He hadn't gone when we left. |
| question | Had he taken out insurance yet? |
| short answers | Yes, he had.<br>No, he hadn't. |
| complete answers | Yes, he had taken out insurance.<br>No, he hadn't taken out insurance. |
| **Modals** | |
| "will" | We won't go tomorrow. |
| "must"/"don't have to"/ "had to" | The student didn't have to register. |
| "can"/"could" | I couldn't go with them yesterday. |
| "will"/"would" | I wouldn't go with them yesterday. |
| "may"/"might" | It might rain. |
| **Tag Endings** | John is here, isn't he?<br>Jane works here, doesn't she?<br>Joe didn't live here, did he? |
| **Two Word Verbs** | |
| "fill out," "write down," "turn off/on," "get on/off/in" | Turn off the lights.<br>Turn the lights on. |

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| | Examples |
|---|---|
| **Infinitive Structures** | |
| "ask," "want," "decide" | I decided to go to school tonight. |
| **Uses of "have"** | |
| main verb | I have a book. |
| auxiliary verb | I have read that book. |
| expression of obligation | I have to pay taxes. |
| **Verbs of Perception** | The coffee smells good. |

D. CONTRACTIONS

**Contrast**

"he's" ("he is")
"he's" ("he has")

"she'd" ("she had")
"she'd" ("she would")

E. CLAUSES

| | |
|---|---|
| **Adjective** | |
| "who" | The man who is sitting there is my father. |
| "which" | The dress which I prefer is green. |
| "that" | The book that's over there belongs to the teacher. |
| **Adverbial** | |
| "before" | I met him before you came. |
| "after" | He left after we did. |
| "when" | When he arrived, I was speaking to John. |

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| | Examples |
|---|---|
| "while" | While I was in the shower, the phone rang. |
| "until" | I studied until he came. |
| "although" | Although it was raining, we went to the beach. |

Noun

| | |
|---|---|
| "think" | I think (that) they're here. |
| "know" | I know you'll come. |
| "believe" | I believe it's true. |
| with "yes"/"no" questions | Do you know if he can come? |
| with "wh" - questions | Could you tell me who is going? |

F. ADJECTIVES

Sequence

| Number | Intensifier | Quality or Size | Color | Nationality | Noun | Noun |
|---|---|---|---|---|---|---|
| four | really | pretty | red | Japanese | silk | dresses |

G. ADVERBS

Sequence

| | Place | Manner | Frequency | Time |
|---|---|---|---|---|
| The mail is delivered | here | by plane | twice a day | at 2:00. |

Placement

He always comes to work on time.
She is seldom late for work.
He runs quickly.

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H. PREPOSITIONS

| | Examples |
|---|---|
| Contrast | |
| "for"/"since" | |
| "at"/"to"/"for" | |
| "in"/"on"/"at" | |
| "in"/"into" | |
| "between"/"among" | |

I. CONJUNCTIONS

| | |
|---|---|
| Subordinate | |
| "before" | |
| "after" | |
| "when" | We won't start the party until you arrive. |
| "while" | |
| "until" | |
| "altnough" | |
| "who" | |
| "which" | |
| "that" | |

J. PRONUNCIATION

| | |
|---|---|
| Blends | st, sh, ch |
| Hard & Soft Sounds of "g" & "c" | |
| soft "c"/"g" before "i" "e" "y" | cent, cinema, gym, gene |
| hard "c"/"g" before "a" "o" "w" | cat, cow, gone, game |

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## K. WORD STUDY

| | Examples |
|---|---|
| Homonyms | their/there, two/to/too, mail/male, by/buy, know/no, here/hear, be/bee |
| Antonyms | hot/cold, tall/short, big/little, happy/sad |

## L. SPELLING

Doubling Rule for Suffixes Beginning With a Vowel

| | |
|---|---|
| cvc (consonant/vowel/ consonant) - one syllable word (except after chxw) | hot/hotter, win/winning, box/boxing |
| cvc (consonant/vowel/ consonant) with accented last syllable | omit/omitted, listen/listened |
| Final "e" | ride/riding, love/loved, move/movement |
| "y" Rule | baby/babies, boy/boys, study/studies/studying |

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COMMUNICATIVE SKILLS

LEVEL III

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 1. Expressing Preferences | In a store<br><br>In general conversation | I'd prefer a leather purse.<br><br>I would rather stay home tonight. |
| 2. Asking for Favors and Responding | In general conversation | Could you do me a favor?<br>Would you please take this to the office?<br>Sure./Certainly./Of course.<br>If I can./What is it?/That depends.<br>I'm really busy./I'm sorry I can't. |
| 3. Asking for and Giving Opinions | In general conversation | What do you think about the boss?<br>How do you feel about your new job?<br>How do you like this country?<br>You know, I really like that dress.<br>I think I will get to like my job.<br>It's not what I wanted. |
| | | |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 4. Asking for Confirmation | In general conversation | It's cold out, isn't it?<br>He lives in Norridge, doesn't he?<br>You haven't seen that movie, have you?<br>Thursday at 4, right? |
| 5. Extending Congratulations | On a new job | Congratulations! |
| | On a new baby | I'm happy for you. |
| | On a promotion | Best wishes!<br>I wish you all the best. |
| | On a new home | Good luck!<br>I hope you enjoy it! |
| 6. Extending Sympathy | At funerals | I'm sorry about your mother. |
| | In misfortune | That's too bad.<br>I'm sorry to hear that.<br>What a shame! |
| 7. Making Reservations | For restaurants | I'd like to make a reservation for 4 at 6:30. |
| | For travel | I'd like to make a reservation to go to San Francisco on May 17th at 1 p.m. |


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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 8. Giving and Accepting Compliments | In general conversation | That was a delicious dinner!<br>What a lovely dress!<br>You look handsome tonight!<br>I like your hair that way.<br>Thanks./Thank you.<br>How nice of you to say that. |
| 9. Asking for and Giving Directions | In general conversation | Where is the school office?<br>How far is the restaurant from here?<br>How do I get to the First National Bank?<br><br>It's upstairs in Room 201.<br>It's 4 blocks from here, at the corner of South and Main.<br>First turn left on LaSalle...next... finally...<br>You can take the A or B train.<br>You should see a gas station on the corner.<br>It will take about 15 minutes. |
| 10. Reporting What Someone Said | In general conversation | He told me that he'd already been to the doctor.<br>Mary said that she took Level III last year. |
| | | |

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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 11. Making Complaints | In a store | I want to return this.<br>This mixer is defective.<br>This sweater is too small. |
| | In a restaurant | This milk is sour.<br>The soup is cold. |
| 12. Requesting Adjustments/Exchanges/ Refunds | In stores | I need to exchange this shirt for a larger size.<br>I don't need this skirt.<br>I'd like a refund.<br>I want my money back. |
| | In paying bills | My bill is incorrect (wrong).<br>Please check my statement.<br>Can you explain why this is here?<br>I don't understand this charge. |





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# Level IV

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# INTRODUCTION TO

# LEVEL IV

ESL students entering Level IV can engage in normal conversations with some structural and pronunciation errors. They can function fairly well in daily life.

At this level, the four skills of listening, speaking, reading, and writing should receive equal emphasis. Students should be exposed to normal conversational pace. Role-playing and problem-solving are useful activities. Students can be sent out into the community to gather information to report back to the class. The teacher should try to evaluate the student's total communicative proficiency rather than concentrating on specific errors.

At this level, students should be reading newspapers and magazines. They should learn to differentiate between fact and opinion and respond to thought questions by analyzing and evaluating. Composition and letter-writing skills should be developed. The transition should be made from controlled composition to free production.

The teacher should endeavor to create an environment in the classroom through the use of relevant and interesting exercises and activities that will help the students function better in their daily lives outside the classroom.



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# PRACTICAL LIFE COMPETENCIES

## LEVEL IV

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

#### Correspondence

note to school
  to excuse absence, express concern
thank you or congratulatory note
friendly letter
invitation - RSVP

#### Government

local - Mayor or City Manager
state - Governor
federal - President
  Congress
  House of Representatives
  Senate
  Courts

### B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

#### Personal Information

former way of life vs. current way
cultural patterns in native country

#### Family Relationships

lifestyles
adoption
cultural patterns
godparents

#### Holidays/Celebrations

major U.S. and international holidays, especially those which occur during the term
cultural events in native country

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Recreation/Entertainment

- theater
- concerts
- craft fairs
- flea markets
- neighborhood
- block parties

C. CONSUMER EDUCATION

Food and Drink

- specific product terminology
  - milk
    - whole
    - 2%
    - skim
    - butter
  - cheese
    - cheddar
    - Swiss
    - American
    - parmesan
  - eggs
    - Grade A
    - jumbo
    - large
    - medium
  - meats
    - roasts
    - chops
    - steaks
    - ribs
  - poultry
    - fryers
    - leg & thigh portions
    - wings
  - coffee
    - regular grind
    - automatic drip
    - decaffinated

- recipe terminology
  - add
  - beat
  - blend
  - chop
  - grate
  - mince
  - mix
  - stir
  - knead



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Clothing

- making clothes
  - fabric stores and departments
  - patterns
    - sizes
    - measurements
  - fabrics and notions

Stores and Shops

- farmers' markets
- flea markets
- antique shows
- exhibitions
- arts and craft shows
- resale/thrift shops
- outlets

U.S. Buying and Selling Procedures

- credit card
  - application
- warranties
- guarantees
- loans
- interest rates
- consumer rights

Housing

- utilities
  - getting service
  - bills
- home security
- landlord/tenant relations
- subleases

Telephone

- long distance
  - information - (area code + 555-1212)
  - overseas calls
- clearing up a problem with a bill
- time zones

Transportation/Travel

- auto maintenance
- road maps/mileage
- traffic signs
- vacations



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D. HEALTH

Examinations

- weight
- blood pressure
- chest x-ray
- blood test
- urinalysis
- annual checkup

Emergency Treatments

- accidents
- poisons
- artificial respiration
- CPR (Cardio-Pulmonary Resuscitation)
- Heimlich procedure

Hospitalization

- surgery
- observation/tests

Drugstore

- filling a prescription
- reading labels and instructions
- generic drugs
- pharmacy/drugstore
  - compare and contrast U.S. items with those from native country

Exercise and Fitness

- YMCA/YWCA
- health clubs
- Weight Watchers

E. EMPLOYMENT

Deductions from Paycheck

- federal income tax
- state tax
- social security
- union dues
- medical insurance
- pension
- payroll savings plan/credit union

Legal Issues of Employment

- minimum wage
- W-2 forms
- W-4 forms



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F. COMMUNITY AGENCIES/RESOURCES

Credit Unions

Legal Assistance

- lawyer/attorney
- legal rights
- public defender
- legal aid bureaus

Immigration and Citizenship

- Traveler's Aid
- consulate offices
- Immigration and Naturalization Service
- citizenship classes

Library

- reference section
- card catalog

Newspaper

- current events
  - who
  - what
  - where
  - when
  - how
- features and columns
  - Dear Abby
  - Ann Landers
- editorials

Schools

- educational system
  - pre-school to university
  - public schools
  - private schools
- P.T.A./school board
- parent/teacher conferences
- enrollment
- orientation
- homework
- special projects



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# STRUCTURES

## LEVEL IV

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### A. NOUNS

| | Examples |
|---|---|
| **Gerunds** | |
| contrast gerund with progressive | I like reading.<br>I am reading now. |
| **Count/Mass Nouns with Expressions of Quantity** | a loaf of bread<br>a pound of oranges |

### B. PRONOUNS

**Indefinite Pronouns**

| | |
|---|---|
| singular<br>"somebody," "everybody," "anybody," "nobody," "another," "each," "much" | Everybody is here. |
| plural<br>"both," "few," "many," "others," "several" | Few people have arrived. |
| singular/plural<br>"any," "more," "most," "some," "such" | Some of us are going. |



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| Special Verbs | Examples |
|---|---|
| "used to" | I used to play tennis, but I had to give it up. |
| "to be supposed to" | My children are supposed to make their beds, but they never do. |
| **Passive Voice** | |
| present | The mail is brought (by the mailman). |
| past | The mail was brought. |
| future | The mail will be brought. |
| present perfect | The mail has been brought. |
| past perfect | The mail had been brought. |
| present/past continuous | The letter is/was being written. |
| **Problem Verbs** | |
| "do"/"make" | I do my homework.<br>I make my bed. |
| "borrow"/"lend" | She borrowed a dollar from me.<br>Will you lend me an egg until tomorrow? |
| "teach"/"learn" | Clara taught me how to play the piano.<br>I learned how to play the piano from Clara. |
| "let"/"leave" | Let the dog in now.<br>Leave the dog in the backyard. |
| "say"/"tell" | Professor Baker said, "Good morning, Mrs. Hendrix."<br>Professor Baker told his students that he was going to give them a test. |



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| | Examples |
|---|---|
| "speak"/"talk" | Ms. Lee speaks Chinese and Japanese.<br>The students always talk to one another until the teacher arrives. |

Pronoun Review

| | |
|---|---|
| subject | I, you, he, she, it, we, they |
| possessive | mine, yours, his, hers, its, ours, theirs |
| object | me, you, him, her, it, us, them |
| relative | who, whose, whom, that, which |
| demonstrative | this, that, these, those |
| reflexive/intensive | myself, yourself, himself, herself, itself, ourselves, yourselves, themselves |

Compound Relative Pronouns

| | |
|---|---|
| "whoever," "whomever," "whichever," "wherever," "whatever" | Whichever pen he likes, he can have. |
| "so," after "say," "tell," "hope," "believe" | Do you think that you will go on vacation this year?<br>Yes, I think so. |

C. VERBS

Present Perfect Tense

Present Perfect Progressive Tense — I've been living in Chicago for five years.

Past Perfect Tense

Conditional

| | |
|---|---|
| present | If the weather is good, I'll go. |



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| | Examples |
|---|---|
| present (contrary-to-fact) | If the weather were good, I would go to the country. |
| past (contrary-to-fact) | If he had tried harder, he would have won the game. |

Pseudo Modals

| | |
|---|---|
| "had better" | You had better see a doctor. |
| "would rather" | Would you rather go to the movies or to the theater? |
| "ought to" | You ought to be more careful. |
| "would like" | Would you like a cup of coffee? |

Indirect Speech

| | |
|---|---|
| statements | Robert said, "I saw the movie."<br>Robert said that he had seen that movie. |
| questions | He asked me "When are you going?"<br>He asked me when I was going. |
| imperatives | He said, "Open the door."<br>He told me to open the door. |

D. CONTRACTIONS

Contrast

"I'd" - "I would"
"I had"

"He's - "He is"
"He has"

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E. ADJECTIVES

| | Examples |
|---|---|
| "some"/"any" | I'm having some milk.<br>Do you want some milk?<br>Do you have any matches?<br>There aren't any candles in the drawer. |
| Definite Article "the" with Geographical Names | the Ohio River, the Appalachians, the British Isles, the Great Lakes, the United States |

F. ADVERBS

Special Adverbs

| | |
|---|---|
| "hardly," "scarcely," "barely" | Dorothy is hardly old enough to stay out so late. |

G. PREPOSITIONS

| | |
|---|---|
| Two-Word Prepositions | ahead of<br>as for<br>because of<br>contrary to<br>except for<br>instead of<br>together with |
| Problem Prepositions | in/into<br>between/among |

H. CONJUNCTIONS

Subordinate

| | |
|---|---|
| "after," "although," "because," "even though," "if," "since," "unless," "when," "while" | Because she studied hard, she passed the test. |

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## I. PRONUNCIATION

"g" as in tag, bag
"ck" as in tack, luck
"th"/"t"
bl, gr, sk, pr
Stress on pronouncing the final consonant.

Since pronunciation problems are often specific to a language, individual needs should dictate which additional areas or problems need to be stressed.

## J. WORD STUDY

| Transition Words | Examples |
|---|---|
| to give illustration | for example, for instance |
| to show contrast | nevertheless, in spite of, however, but, on the other hand |
| cause & effect | consequently, in this way, therefore, so, for this reason, because of this, as a result |
| Homonyms | loan/lone, hole/whole, feet/feat, cell/sell, fare/fair, sow/sew/so |
| Antonyms | wet/dry, warm/cool, obscure/clear, internal/external |

## K. SPELLING

Consonant With More Than One Spelling

| sound | spelling | example |
|---|---|---|
| /k/ | c,k,ck,que | cost, kit, sick, physique |
| /s/ | s,c | sent, cent |
| /g/ | g,gu,gh | get, guide, ghost |
| /j/ | j,g,dg | jet, gym, fudge |
| /z/ | z,s | zeal, rise |

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COMMUNICATIVE SKILLS

LEVEL IV

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 1. Asking for the Right Party | On the telephone<br>in social calls<br><br>in business calls<br><br>In person<br>social or business | May I please speak to John?<br>Is Mary there?<br>Would you please connect me to the billing department?<br><br>Excuse me, I'm looking for Mr. Smith. |
| 2. Opening a Conversation | In business situations<br>by phone<br><br>in person<br>In social situations<br>to friends<br><br>to strangers | Hello, I'm calling about the apartment for rent.<br>Hi, I'm looking for the Personnel Department.<br><br>Hi. How are you doing?<br>Hi. What's new?<br>It's really cold out today, isn't it? |
| 3. Emphasizing, Contradicting, and Insisting | In general conversation | She <u>does</u> go to the campus for English classes.<br>We <u>do</u> see them often.<br>He <u>is</u> married.<br>I <u>sure</u> wish you wouldn't.<br>I really must see the doctor.<br><br>Bill takes the bus to work.<br><u>No</u>, <u>he doesn't</u>. He drives.<br><br>You aren't leaving this room!<br><u>I am too</u>! / <u>Yes</u>, <u>I am</u>. |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 4. Agreeing Mildly or Non-commitally | In general conversation | Oh, I don't know.<br>I can see your point.<br>I guess.<br>Maybe.<br>Could be. |
| 5. Expressing Obligation | In general conversation | Michael has to do his homework.<br>Mr. Jones must finish the report by Monday.<br>It is absolutely necessary for you to file a written complaint. |
| 6. Drawing Inferences or Making Guesses | In general conversation | He never eats any meat,<br>So, he must be a vegetarian.<br><br>They always walk or take the bus.<br>They probably don't have a car. |





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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 7. Closing a Conversation (leave-taking) | On the telephone<br>in formal calls<br><br>in informal calls<br><br>in social situations | Thank you for calling.<br>I have to go now.<br>Can I call you back later?<br>Thanks for calling.<br>I've got to run.<br>Well, it was nice talking to you.<br>Excuse me, I've got to go now.<br>Please excuse me, I have to _____.<br>I won't take any more of your time. |
| 8. Describing Similarities and Differences | In general conversation | Japan is as industrial as the United States.<br>There is less pollution in Chicago than in Los Angeles.<br>The standard of living is higher here than in my country. |
| 9. Declining Invitations | At dinner and in other situations | That looks delicious, but I'm really full.<br>I couldn't eat another bite.<br>No thanks, I'd rather have the potatoes.<br>No thanks, I don't care for any.<br>I just ate. / I'm not hungry. |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES FOR PRODUCTION |
|---|---|---|
| 10. Avoiding Personal Questions | In general conversation | I'd rather not say.<br>His salary is confidential.<br>That's a private matter.<br>I'm sorry, I don't care to discuss that.<br>(Evasive humor - How old are you? Twenty-one!) |
| 11. Expressing Neutral or Non-Negative Opinions | In situations where compliments are expected | Your new dress is very unique, unusual, interesting.<br>It's nice.<br>Jack seems nice, but I don't know him very well.<br>I don't know much about him. |
| 12. Changing the Subject or Introducing Extraneous Matters | In general conversation | By the way...<br>Incidentally...<br>Not to change the subject, but...<br>I hate to get off the track, but...<br>Maybe this doesn't fit, but... |





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# Level V

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# INTRODUCTION TO

# LEVEL V

ESL students entering Level V can handle English in their everyday lives - at work, at home, and in the community. They can function well in most conversations, but with some structural and pronunciation errors.

At this level, students need to refine their skills. In the Structures component, the teacher is provided with a list of items previously taught at the lower levels and indexed to the levels in which the items are presented. After determining the students' needs, the teacher should select from the list those structures that the students need to review and practice.

The emphasis should be on integrating all skills and all components. Especially at this level, no core component should be taught in isolation. Classroom activities should be as real-life as possible. They can include speaking on the telephone, letter writing, reading newspapers and magazines, debating, problem-solving, and role-playing. Integrating the three core components ensures the development of the student's total communicative competence in English.



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# PRACTICAL LIFE COMPETENCIES

## LEVEL V

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

### A. GENERAL INFORMATION

#### Correspondence

- business letter
  - to request information
  - to make a complaint
  - to order a product

#### Government

- income tax returns
- alien registration
- citizenship and immigration
- elections

### B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

#### Cultural Comparisons and Contrasts

- U.S. vs. native country
  - food
  - clothing
  - housing
  - family/social groups
  - leisure time
  - gestures
  - values
  - languages
  - holidays
  - religion
  - politics
  - educational expectations



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C. CONSUMER EDUCATION

Food and Drink

- nutrition
- label reading
- "junk" food

Clothing

- fashion

U.S. Buying and Selling Procedures

- comparison shopping
  - large appliances
  - home furnishings
  - new and used cars
- craftmanship
- mass production
- solicitation
  - door-to-door
  - telephone
  - mail

Housing

- saving energy
- neighbor relations
- do-it-yourself projects
- pet ownership

Telephone

- seeking information
- making a complaint
- social conversations
- extending and refusing invitations
- reporting illness or tardiness to school or employer

Transportation/Travel

- travel agencies
- accidents
- winterizing a car

D. HEALTH

Office Visits - Doctor and Dentist

- specialists
  - eye, ear, nose and throat
  - gynecologist
  - optometrist/ophthalmologist
  - surgeon

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Mental Health

- stress/risks
  - strokes
  - heart attacks
- remedies
- counseling
- life style change

E. EMPLOYMENT

Sources for Getting a Job

- want ads
- employment agencies
- bulletin boards
- placement office (Triton)

How to Keep a Job

- punctuality
- employer expectations
- loyalty
- competency
- efficiency
- tardiness
- absenteeism

Resume (written)

Association/Union Membership

- open/closed shop

F. COMMUNITY AGENCIES/RESOURCES

Schools

- educational system
  - certification
  - degrees
  - career exploration
  - educational opportunities for adults
  - public/private
- special school services/personnel
  - counselors
  - psychologists
  - social workers
  - speech therapists
  - bilingual programs
  - special education programs
  - health services

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Secretary of State and Municipal Offices

driver's license
car license plates
city sticker

Traffic Court

tickets
moving violations

Nursing Homes

extended care
convalescent homes

Currency Exchange

Park Districts

programs
activities
brochures

Help Groups

poison control
Alcoholics Anonymous
family counseling
mental health clinics
hot lines

Newspapers/Magazines

editorials and letters to the editor
overall organization and content
readings of current interest (e.g. Reader's Digest)

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STRUCTURES

LEVEL V

| | Level |
|---|---|
| A. NOUNS | |
| Singular/Plural | 1, 2 |
| Irregular Plural | 1, 2 |
| Count/Mass | 1 |
| Count/Mass with Expressions of Quantity | 4 |
| Comparative/Superlative | 2 |
| Possessive | 1, 2 |
| Names of Countries/ Languages/Nationalities | 3 |
| Gerunds | 3, 4 |
| Nouns That Are Also Verbs | 3 |
| Nouns Used to Modify Nouns | 3 |
| B. PRONOUNS | |
| Subject | 1 |
| Object | 1 |
| Demonstrative | 1 |
| Possessive | 3 |
| Reflexive/Intensive | 3 |
| Impersonal "it" | 1, 2 |
| "there" | 1 |
| Indefinite | 3, 4 |

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| | Level |
|---|---|
| Interrogative | 3 |
| Relative | 3 |
| Compound Relative Pronouns | 4 |
| "so" | 4 |

C. VERBS

| | |
|---|---|
| Present - "be" | 1 |
| Past - "be" | 2 |
| Present Progressive Tense | 1, 2 |
| Past Progressive Tense | 2, 3 |
| Present Tense | 1, 2 |
| Imperative | 2 |
| Past Tense | 1, 2 |
| Future - "be" + "going to" + verb | 2 |
| Future - "will" + verb | 2 |
| Present Perfect Tense | 3, 4 |
| Present Perfect Progressive Tense | 4 |
| Past Perfect Tense | 3, 4 |
| Passive | 4 |
| Conditional | 4 |
| Modals | |
| "can" | 1, 2, 3 |
| "may" | 2, 3 |
| "must" | 2, 3 |
| "should" | 2 |

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| | Level |
|---|---|
| "will" | 2, 3 |
| "could" | 3 |
| "would" | 3 |
| "might" | 3 |
| **Pseudo Modals** | |
| "had better" | 4 |
| "would rather" | 4 |
| "ought to" | 4 |
| "would like" | 4 |
| **Special Verbs** | |
| "want"/"need"/"like"/ "have" + to | 2 |
| "used to"/"be supposed to" | 4 |
| **Problem Verbs** | |
| "do"/"make" | 4 |
| "borrow"/"lend" | 4 |
| "teach"/"learn" | 4 |
| "let"/"leave" | 4 |
| "say"/"tell" | 4 |
| "speak"/"talk" | 4 |
| **Two-Word Verbs** | 3 |
| **Tag Endings** | 3 |
| **Infinitive Structures** | 3 |
| **Uses of "have"** | 3 |
| **Verbs of Perception** | 3 |
| **Indirect Speech** | 4 |

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| | Level |
|---|---|
| D. CLAUSES | |
| Adverbial | 3 |
| Adjective | 3 |
| Noun | 3 |
| E. ADJECTIVES | |
| Descriptive | 1 |
| Possessive | 1, 2 |
| Demonstrative | 1 |
| Definite/Indefinite Articles | 1 |
| Expressions of Quantity | 1, 2, 4 |
| Comparative/Superlative | 2 |
| Sequence | 3 |
| Definite Article with Geographical Names | 4 |
| F. ADVERBS | |
| Location | 1, 2 |
| Time | 1, 2 |
| Frequency | 1, 2 |
| Manner | 2 |
| Degree | 2 |
| Special Adverbs | 4 |
| "hardly"/"scarcely"/ "barely" | |
| Formation | 2 |
| Sequence | 3 |

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| | Level |
|---|---|
| Placement | 3 |
| Comparative/Superlative | 2 |
| **G. PREPOSITIONS** | |
| Location | 1, 2 |
| Time | 1, 2 |
| "of" | 1 |
| "for" | 1 |
| "by" | 1, 2 |
| "for"/"since" | 3 |
| "at"/"to"/"for" | 3 |
| "in"/"on"/"at" | 3 |
| "in"/"into" | 3, 4 |
| "between"/"among" | 4 |
| Two-Word Prepositions | 4 |
| **H. CONJUNCTIONS** | |
| "and"/"or"/"but" | 1, 2, 3 |
| "either...or"/ "neither...nor" | 2, 3 |
| "because" | 2 |
| Subordinate | 3, 4 |



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I. OTHER AREAS OF CONCENTRATION

Composition Writing

Letter Writing

Punctuation, Capitalization, Spelling

Dangling Modifiers

Fragments/Run-ons

Sentence Combining

Expressions of Transition

Word Study

prefixes, suffixes, roots

Dictionary Skills

Study Skills

skimming
notetaking
research/library skills



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## COMMUNICATIVE SKILLS

## LEVEL V

| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES, STIMULI, STRATEGIES FOR PRODUCTION |
|---|---|---|
| 1. Describing Regular or Routine Activities | In general conversation | Tell me about your daily routine.<br>Talk about your work schedule.<br>(extended discourse) _____ |
| 2. Expressing Intentions, Plans, Speculations, and Resolutions about the Future | In conversations about school | What are your academic plans? What courses will you take?<br>(extended discourse) _____ |
| | In conversations about work | What kind of work are you planning to do?<br>How do you plan to prepare for that job?<br>(extended discourse) _____ |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES, STIMULI, STRATEGIES FOR PRODUCTION |
|---|---|---|
| 3. Remembering, Reminiscing, and Relating Past Experiences | In conversations about a student's life and experiences | What did you like best about your country?<br>Where did you grow up?<br>What was it like?<br>Relate an incident from your childhood.<br>What did you do on your 1st day in the U.S.A.?<br><br>(extended discourse) _____ |
| 4. Explaining in Step by Step Procedures | In conversations about food | Explain how to make one of your favorite foods.<br><br>(extended discourse) _____ |
| | In explanations of work procedures | Explain how to change a tire.<br><br>(extended discourse) _____ |





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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES, STIMULI, STRATEGIES FOR PRODUCTION |
|---|---|---|
| 5. Describing by Giving Details, Qualities, and Characteristics | In conversations about homes | Describe a typical house in your country.<br>(extended discourse) |
| | In conversations about clothing | Describe the kinds of clothing worn by men, women & children in your country.<br>(extended discourse) |
| | In conversations about family and friends | Describe your family.<br>(extended discourse) |
| 6. Expressing Facts, Opinions, & Viewpoints | In conversations about social classes | Discuss the different social classes in your country.<br>(extended discourse) |
| | In conversations about government | Discuss the government system of your country.<br>(extended discourse) |



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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXTS | PHRASES, STIMULI, STRATEGIES FOR PRODUCTION |
|---|---|---|
| 7. Debating or Arguing | In conversations about controversial subjects | Should our government fund bilingual programs for all ethnic groups?<br>Pro: _____<br>_____<br>Con: _____<br>_____ |
| 8. Bargaining | In stores and shopping situations | Try to bargain for a lower price on damaged goods, a used car, quantity purchases, etc.<br>(extended discourse) _____<br>_____<br>_____ |
| 9. Drawing Inferences or Appreciating | In courses emphasizing literature/culture study areas/history/ technical areas | Why was Abraham Lincoln a great president?<br>Why is _____(author/story/tool) considered important? |
| | | |

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| FUNCTIONS | POSSIBLE SITUATIONS & CONTEXT | PHRASES, STIMULI, STRATEGIES FOR PRODUCTION |
|---|---|---|
| 10. Problem-Solving or Compromising | In social situations<br><br>In crises | You are in a car accident. The other driver smashed your bumper. It was his fault. He doesn't want to call the police because he has a high insurance rate. He promises to pay you after you get an estimate. Should you:<br>a) Trust him but get his name, address, and phone number.<br>b) Call the police anyway and insist on an accident report.<br>c) Take down his car license #, etc.<br>d) Other solutions. |





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# APPENDIX A

## NEEDS ASSESSMENT

The following is a needs assessment that you might want to use in order to ascertain what the students want to discuss in class. These discussions could be used to practice speaking, reading, and writing on Levels III,IV and V. This list is not intended for the lower levels since beginning students need more teacher direction, and the curriculum provides topics appropriate for those levels.



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# NEEDS ASSESSMENT

Please check those topics that you feel are important and you would like to cover in class. Check as many or as few as you are interested in.

1. Consumer Education

_____A. Clothes - sizes, exchanges, refunds
_____B. Food shopping
_____C. Comparison shopping/generic products
_____D. Appliances

2. Health

_____A. Parts of the body
_____B. Common illnesses
_____C. Emergency room
_____D. Office visits - dentists/doctor
_____E. Prescriptions

3. Employment

_____A. Job applications
_____B. Classified ads
_____C. Interviews
_____D. Paychecks - fringe benefits - compensation

4. Recreation

_____A. Movies
_____B. Sports
_____C. Points of Interest

5. Telephone

_____A. Emergency - police, fire...
_____B. Using the phone book
_____C. Long distance calls



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6. Reading the newspaper

_____A. News stories
_____B. Classified ads

7. Correspondence

_____A. Notes to school
_____B. Thank you notes
_____C. Letters

8. Topics

_____A. Credit cards/buying
_____B. Bank accounts
_____C. Insurance
_____D. Weather
_____E. Libraries
_____F. Cooking - recipes
_____G. Elections
_____H. American customs



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# APPENDIX B

## STRATEGIES and METHODS

The following methods, techniques and strategies are offered for the teachers' consideration. Students' needs and abilities will often determine which of the following will be successful in your classroom. Be selective, but be creative. Remember that enthusiasm can often be maintained by varying the pace and type of activity.

### 1. VISUALS (to establish meaning)

- flash cards
- pictures
- filmstrips
- transparencies
- movies/video tapes
- T.V.
- comic strips/cartoons
- puppets/stick figures
- maps
- charts
- drawings
- common objects
- toys
- models
- gestures/acting out

### 2. DRILLS (practice)

- repetition
- substitution
- paired-sentences (e.g. Question-Answer)
- integration
- reduction
- expansion
- backward buildup
- chain
- minimal pair contrasts (Pronunciation)

### 3. DIALOGUES (practice)

- choral repetition
- backward buildup
- individual repetition
- substitution drills
- structured dialogues
- semi-structured dialogues
- freely produced conversation
- role playing
- skits
- interviews
- student-made dialogues
- simulated telephone conversation



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4. GAMES & PUZZLES & SONGS (reinforcement)
   individual response games (Bingo, Simon Says, etc.)
   team games
   crossword puzzles
   word finds
   anagrams
   jokes/riddles
   tapes
   records
   twenty questions

5. GROUPINGS
   pair work
   question-answer
   dialogues
   small group discussions
   problem-solving

6. OTHER ACTIVITIES
   dictation
   filling out forms
   scrambled sentences
   strip stories
   vanishing story (modified cloze technique)
   self-tests (exercises with answer key provided)
   cloze technique
   sequencing
   categorizing
   classifying
   guided composition
   writing letters
          summaries
          messages
          diary
   idiomatic speech
   word building - (e.g. adding prefixes & suffixes)
   anecdote retelling
   tongue twisters
   poems

7. FIELD TRIPS - GUEST SPEAKERS
   supermarket
   bank
   police/fire department
   library
   Independent Learning Lab
   Cernan Space Center
   Triton campus tour
   nurse
   citizenship speakers



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# APPENDIX C

## NON-VERBAL COMMUNICATION

### A PARTIAL LIST of COMMON AMERICAN GESTURES[1]

| Situation | Corresponding U.S. Gesture |
|---|---|
| 1. Lack of knowledge or lack of concern - "Who cares?" | 1. Shrug shoulders. |
| 2. Surprise - "I didn't know that!" | 2. Raise eyebrows; open mouth |
| 3. For luck - "Knock on wood." | 3. Cross middle finger over index finger. |
| 4. Impatience | 4. Tap fingers. |
| 5. Stupidity - "Boy, am I dumb!" | 5. Slap forehead. |
| 6. Incredulousness - "You've got to be kidding!" | 6. Roll eyes. |
| 7. Dislike for food - "Yuck!" | 7. Open mouth slightly; stretch lips. |
| 8. Pleasure or surprise - "Wow!" | 8. Open mouth; widen eyes. |
| 9. Anger | 9. Purse lips; narrow eyes. |
| 10. Boredom | 10. Yawn, fidget; slump in seat; put head on hand. |
| 11. Public approval and praise | 11. Clap. |
| 12. Strong approval | 12. Whistle. |
| 13. Anxiety, nervousness | 13. Fidget; quickly move heel up and down; wring hands. |
| 14. Sudden knowledge - "Aha! I've got it!" | 14. Shake index finger while hand is held upward. |



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| | |
|---|---|
| 15. Disagreement - "I don't think so." | 15. Wrinkle forehead and shake head. |
| 16. Beckoning - "Come here." | 16. Hold palm of hand up; bend index finger back toward wrist and then out again. |
| 17. Greeting | 17. Nod and smile. |
| 18. Leave-taking | 18. Wave, nod and smile. |
| 19. Height of a person, animal or objects | 19. Hold hand flat, palm down. |
| 20. Relief - "Whew!" | 20. Sigh; scrape forehead with index finger and flick as if to remove. |
| 21. Need for additional time - "Wait a minute, please." | 21. Raise index finger. |
| 22. Indication to another person - "I'd like to talk to you." | 22. Point with index finger. |
| 23. Indication of another person - "See that guy over there?" | 23. Point with chin or thumb. |
| 24. Luck; positive outcome - "Good luck." "O.K." "All right." | 24. Put thumb and index finger together to form a circle. |
| 25. Bad news or outcome: inacceptability | 25. Hold thumbs down. |
| 26. Fatigue | 26. Yawn. |

[1]Based on Thomas Bauder, Orientation to American Life, An Introduction to the United States, America: The Pluralistic Society. (New Holland, Pa.: A Title VII ESEA Project, Bilingual/ESL Center, First Draft, September, 1974), pp. 28-29. Reprinted with permission from Curriculum for ESL Core Courses, written by Diane M. Longfield, Jeanne C. Smith, and Jean B. Chapman, English as a Second Language Department, William Rainey Harper College.



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# APPENDIX D

## TRITON COLLEGE ESL TEXTBOOK OPTIONS

Teachers should choose one textbook (and workbook, where applicable) from the options designated for the level they will be teaching. If teachers find that the textbook options do not meet their students' needs, they should contact the ESL Coordinator, ABE Office. Suggested supplemental texts listed on the following pages are available for teacher use through Triton's ABE Library.

Pre-Level I (Beginning Conversation)

English as a Second Language: A New Approach for the Twenty-first Century, Lessons 1-20 (Delta Systems)

Level I

New Horizons 1 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 1 (text, workbook), Dixson (Regents)

English as a Second Language: A New Approach for the Twenty-first Century, Lessons 21-40 (Delta Systems)

Level II

New Horizons 2 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 2 (text, workbook), Dixson (Regents)

No Hot Water Tonight, Bodman and Lanzano (Collier-MacMillan)

Level III

New Horizons 3 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 3 (text, workbook), Dixson (Regents)

No Cold Water Either, Bodman and Lanzano (Collier-MacMillan)



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News for You, Edition A (New Readers Press)
This weekly newspaper is available for use in addition to the chosen classroom text. Upon request, the ABE Office will have it sent to teachers' homes. Teachers should order enough for their classes, but they should order carefully as the number cannot be adjusted.

Levels IV and V

American English: Guided Composition, Baskoff (Rand McNally)

English Sentence Structure, Krohn (University of Michigan Press)

## SUGGESTED SUPPLEMENTAL TEXTS

Level I

A Conversation Book: English in Everyday Life, Book 1, Carver and Fotinos (Prentice-Hall)

Level II

A Conversation Book: English in Everyday Life, Books 1 and 2, Carver and Fotinos (Prentice-Hall)

Level III

Reading

Encounters, Pimsleur and Berger (Harcourt Brace Jovanovich, Inc.)

Discover America: Chicago, Ramker (National Textbook Co.)

Conversation

A Conversation Book, Book 2, Carver and Fotinos (Prentice-Hall)

Skits in English as a Second Language, Hines (Regents)

Let's Talk, Finocchiaro (Regents)



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Grammar/Writing

Elementary Composition Practice, Books 1 and 2, Blanton (Newbury)

Vocabulary and Idioms

Oxford Picture Dictionary of American English, Pranwell (Oxford University Press)

Essential Idioms in English, Dixson (Regents)

Levels IV and V

Reading

News for You, Edition B (New Readers Press)

Developing Reading Skills and Expanding Reading Skills, Hirasawa and Markstein (Newbury House)

Reader's Choice, Baudoin, Bober, Clarke, Dobson, and Silberstein (University of Michigan Press)

Conversation

Developing Communicative Competence: Roleplays in English as a Second Language, Paulston, Britton, Brunetti, and Hoover (University of Pittsburgh)

Listening In and Speaking Out, James, Whitley, and Bode (Longman)

React Interact, Byrd and Clemente-Cabetas (Regents)

Read On Speak Out, Ferreira and Vai (Newbury House)



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# TRITON RESOURCES

## ABE LIBRARY

On the following pages is a listing of texts and materials available for circulation through the ABE library. Inclusion in the listing infers no endorsement of the texts or materials.

Teachers are encouraged to borrow any texts and materials that will help them plan and develop their lessons or become more knowledgeable about the field of ESL and Adult Basic Education. The library has card catalogues arranged by title, author, and subject. Teachers should feel free to consult Triton's ESL staff about any questions they may have concerning materials.

Suggestions for other texts and materials that teachers would like to see become part of the library are welcome.

RESOURCES

- Adult Basic Education Sourcebook
- Caring and Sharing in the Foreign Language Class
- Dangerous English
- Evaluation in Adult Basic Education: How and Why
- 40 Ways To Teach in Groups
- Goal Analysis
- Guide To Adult Education Counseling
- Guide To Effective Teaching
- Handbook of Adult Education
- How Adults Learn
- How To Run Any Organization
- Ideabook
- Individualizing Instruction
- Last Gamble on Education
- Leader Effectiveness Training
- Materials and Methods in Continuing Education
- Modern Practice of Adult Education
- More Games For The Super Intelligent
- Practical Guide For Teaching Survival English
- Problems in Continuing Education
- Recruiting and Training Volunteers
- The Silent Language
- Special Counseling For The Disadvantaged Adult
- Teaching English As a Second Language - Texts and Tapes
- Teaching English as a Second or Foreign Language
- Teaching The Culturally Disadvantaged Adult
- Toward Individualized Learning
- Unearthing Seeds of Fire
- Values Clarification



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BILINGUAL EDUCATION
- Careers for Bilinguals

CLASSROOM AIDS
- Communication Starters
- Easy Crossword Puzzles
- English as a Second Language-Audio-Visual Program Verb Structure
- English as a Second Language-A New Approach to the 21st Century Visuals for Lessons 1-20
- Fun With English
- Games and Butterflies
- Language Master Cards - E.S.L.
- Longman Picture
- Modern American English/Tapes
- More Easy Crossword Puzzles
- New Horizons In English I/Tapes
- New Horizons In English II/Tapes
- Peabody Articulation Cards
- Word Games in English

CLASSROOM TEXTS
- American Kernel Lessons: Intermediate
- Beginning Lessons in English
- English I
- English for Adult Competency, Book 1
- English for Adult Competency, Book 2
- English for Adult Living, Book 1
- In Touch
- Practical English I
- Writing Practical English I
- Practical English 2
- Writing Practical English 2
- Practical English 3
- Writing Practical English 3
- Side by Side

COMPOSITION
- Beginning Composition Through Pictures
- Focus on Composition
- Write Away

CONVERSATION
- Around Town
- Developing Communicative Competence
- E.S.L. Operations
- On Speaking Terms
- Picture It
- Practical Conversation in English: Beginning Students
- Practical Conversation in English: Advanced Students
- React Interact
- Read On, Speak Out
- Skits in English as a Second Language

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COPING/SURVIVAL SKILLS
- Buying What You Need
- Follett Coping Skills Series - Banking
- Follett Coping Skills Series - Budgeting
- Follett Coping Skills Series - Child Care
- Follett Coping Skills Series - Finding Work
- Follett Coping Skills Series - Getting Medical Assistance
- Follett Coping Skills Series - Job Interviews
- Follett Coping Skills Series - Using Community Resources
- Follett Coping Skills Series - Using Transportation
- Forms In Your Future
- Forms In Your Life
- Getting A Job
- Just Around The Corner
- Lifeworks Government and Citizen Rights
- Lifeworks Marriage and Child Rearing
- Money Management
- Planning For Your Own Apartment
- Solving Life Problems In Community Resources I
- Solving Life Problems In Community Resources 3
- Solving Life Problems In Consumer Economics I
- Solving Life Problems In Consumer Economics 2
- Solving Life Problems In Consumer Economics 3
- Solving Life Problems In Government and Law 1
- Solving Life Problems In Government and Law 2
- Solving Life Problems In Government and Law 3
- Solving Life Problems In Health 1
- Solving Life Problems In Health 2
- Solving Life Problems in Health 3
- Solving Life Problems In Occupational Knowledge 1
- Solving Life Problems In Occupational Knowledge 2
- Solving Life Problems In Occupational Knowledge 3
- Survival Guide
- Working Makes Sense and Teachers Manual

CULTURE
- E.S.L. - Guide to Culture Writing
- A Family from Vietnam

GAMES
- Bingo Games
- Scrabble
- Scrabble Games

GRAMMAR
- English Grammar - Parts of Speech
- English Grammar - Verbs
- E.S.L. - Guide to Grammar
- Modern English

IDIOMS
- American Idioms and Idiomatic Usage
- Essential Idioms In English

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LISTENING
- Better Listening Skills
- Jazz Chants
- Listening Dictation
- Listening In and Speaking Out

PRONUNCIATION
- E.S.L. - Guide to Pronunciation and Vocabulary
- Pronunciation Contrasts in English
- Pronunciation Exercises in English

READING
- Choices
- Developing Reading Skills
- Double Vision
- Encounters
- Encounter With A New World
- Expanding Reading Skills - Advanced
- One Giant Step
- Reader's Choice
- Rivers and Potatoes
- Sounds Easy
- Take Five
- Whales Can Sing

SPELLING
- English Sounds and Spelling

STUDY SKILLS
- Guide To Language and Study Skills

VESL
- Special English For Hotel Personnel Book 2
- Special English For Secretaries

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# APPENDIX E - PART 2

## TRITON RESOURCES

## HANDOUTS FOR DISSEMINATION

The following articles are important and useful to ESL teachers. They were furnished by the Illinois Statewide ESL/Adult Education Service Center. Teachers should contact the ABE Office-ESL Coordinator regarding availability and distribution.

1. THE NATURE OF ESL IN ADULT EDUCATION

   1. Main Features of Modern ESL for Adults (Joanna Escobar)
      Basic assumptions we hold that differ from ABE, foreign language teaching, and ESL for foreign students or children.

   2. Updating a Sterotype (Bruce Coleman)
      Who are the adult ESL students and teachers? These results of 1976 national survey are still true today. Information to show the rest of the world who we are and what we do as a profession.

   3. Problems of Adult Foreign Language Learning (Jean Chapman)
      What it is about adults, and the way some schools are, that makes it hard for them to learn ESL easily.

   4. Designing a Curriculum to Meet the Needs of Part-Time Adults (Joyce Paqurek et. al.)
      Again the wide range of students and what they want to learn English for places demands on us. Here are some solutions, too.

   5. Program Profile: Elgin YMCA (Joan Berna)
      This unique program's development can be inspiring as a model for other programs, for new ideas about where to go next in serving LEP adults.

   6. Teaching ESL in an Outside Location (Beverly Lehman West) Subtitled: "Or Things They Don't Tell You in Graduate School"
      Like multi-level classes, open enrollment, and the desires of the neighborhood association of churches where the classes are. The joy, tasks, chaos, frustrations and achievements of ESL/AE are depicted. From TESOL Newsletter.

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## II. ESL/AE PROGRAM ADMINISTRATION

1. Suggestions for In-Plant Classes (Jean Chapman)
   Points for programs to keep in mind in setting up and keeping going ESL classes in local industry.

2. ESL/EFL Adult Student Profile: Student Self-Identification and Needs Designation
   (M. Sutton, C. von Baeyer, et. al.)

3. Programatic Variables to Consider in Developing an Individualized ESL Component
   (see under Individualizing and the Multi-Level Class)

## III. METHODOLOGY AND APPROACHES IN ESL

1. Four Phases of the Teaching and Learning of a Second Language (Joanna Escobar and Denise McKeon)
   The best single article for teachers to read. Here's a clear and universal framework for teaching. "Establishing a Meaning" should always be first.

2. An Eclectic Method? (John Haskell)
   From TESOL Newsletter, 1978.
   A broad overview of English teaching methodology, past and present: audiolingual, pragmatic, counseling-learning, eclectic.

3. Linguistic Approaches to Language Teaching and How They Influence ESL Materials (Joanna Escobar and John Daugherty)
   Thumbnail sketches of 5 major methods in language teaching; grammar translation, direct method, audio-lingual, cognitive, and eclectic.

4. Current Trends in ESL Materials and Methodologies (Joanna Escobar and Jeffrey P. Bright)
   What's up? Here's an overview for the present and the future: competency-based, notional-functional, vocational ESL, the whole learner, multi-level classes. (From the TESOL Newsletter.)

5. Materials for the Whole Learner (Earl Stevick)
   Techniques, methods, materials, and a humanist's integration of the new trends make this article both inspiring and downright practical.



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6. The Notional Syllabus: Theory and Practice (Julia M. Dobson)
   From TESL Talk. What is this thing called the notional syllabus? A clear and pedagogically oriented description of this major new trend.

7. Contrastive Phonology: A Key to the Pronunciation Problems of Spanish Speakers Learning English (Linda Gadlen)
   Article with bibliography on an important reason for learner errors - interference from the native language. Examples illustrate the major problems Spanish-speakers have with English sounds.

IV. TECHNIQUES AND CLASSROOM PROCEDURES

1. Instructional Techniques for ESL (Linda Schinke)
   10 basic things to do, and continue doing in an ESL class.

2. Suggested Teaching Behaviors for the ESL Teacher (Linda Mrowicki)
   A list/framework for teaching techniques. Four sub-sections: Presentation of Basic Material, Management of Audio-Lingual Activities, Pronunciation, Using Visual Aids.

3. Dialogues: Some Characteristics of Good Dialogues, and a Suggested Series of Activities to Teach Dialogues (Joanna Escobar)
   Oral English first. Use dialogue to do it. Here's how in a nutshell.

4. Drills: What and When and A Basic Series for Utilizing Drills (Joanna Escobar)
   You want students to master the components of oral English. Use drills to do that. Clear summary and steps to follow.

5. Techniques for Helping Students Learn Pronunciation in Adult ESL Programs (Jeffrey P. Bright)
   A three-step procedure for correction with a learner-centered perspective.

6. Some Suggestions for Teaching the Vowel Sounds (Joanna Escobar)
   A vowel chart, and what the mouth must do to make the vowels of English.



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7. Some Suggestions for Teaching Some Troublesome Consonant Sounds (Joanna Escobar)
   Specific tips for common problems.

8. Teacher's Reference Sheet on English Vowels and Consonants
   Two charts on the structure of the English sound system.

9. Teaching Intonation, Stress, and Rhythm (Lancaster-Lebanon BESL Center)
   Instructional techniques for two basic intonations, one basic stress pattern in sentences, and delivery of normal rhythm in spoken English.

10. English Pronunciation for Vietnamese (Barbara Matthies)
    A reference of sound contrasts commonly troublesome to Vietnamese learners of English. Minimal pairs in words and sentences.

11. Grammar Problems for the Korean Student of English (Lancaster-Lebanon BESL Center)
    Many problems are similar across languages, so here is a sampling of the errors learners make.

12. How to Pronounce "ED" (Jeffrey P. Bright)
    A two-page supplement for intermediate students. Grammar explanation, discovery exercise, and meaningful practice. Could lead to role playing.

13. Word and Sentence Order Activities (Donna McGee)
    The "strip story" technique and variations. Basic for <u>all</u> teachers for developing reading, structure and listening skills for all levels of students.

14. Teaching Grammatical Structures in Situational Contexts (Suzanne Griffin)
    Role-play topics and other activities for communicative practice of 24 essential grammatical structures (all levels). Ex: Structure-<u>have to/want to</u> + Verb Situation - Mail a package and insure it. (From <u>TESOL Newsletter</u>)

15. Sentence Generating (Jean Withrow) and Word Lists for Sentence Generating (Bob Poczik)
    From a February, 1980 statewide workshop. An excellent, easy to use technique to build fluency and mastery of sentence structures in English.



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16. Conversation Starters (for Learning from Foreign Students) (Virginia French Allen)
    Questions for conversations about food, shelter, clothing, transportation, social structure, language families and gestures, and more. A gold mine for topics.

17. Situational Topics (Lancaster-Lebanon BESL Center)
    More topics from which to develop dialogues, readings, role-plays, etc. Alphabetically ordered.

18. Communication Strips (Mary Ann Boyd and John Boyd)
    Illinois own. Taken from TESOL Newsletter, 1978. Tells how to use "Strip Story" technique for real communication practice.

19. How to Make and Eat the Lesson (Bruce Coleman)
    From the Alemany Gazette. A food lesson is described that involves speaking, grammar, culture, and eating. A delight to replicate.

20. Paired Work for Student Communication Practice (Jeffrey P. Bright)
    How to use pairs for dialogues and drills. Two excerpts from New Horizons, Book 1, plus background theory--all on one page!!

21. Jig-saw Listening (Mary Hines and Illinois ESL Teachers)
    15 dialogues with this dynamite technique for listening, speaking, and reading/communication practice for all levels. Developed by participants in a Statewide ESL/AE workshop, Fall, 1979.

22. Teaching Letter Names (Jeffrey P. Bright)
    Background and a lesson plan to efficiently teach (once and for all) oral spelling.

23. Ten Different Ways to Teach Reading (Lancaster-Lebanon BESL Center)
    Matching, word cards, and other hints for teacher-made materials. Controlled reading, read and look up, and other procedures and techniques to use.

24. Read and Look-Up (John Fanselow)
    With this subtle modification of reading aloud, students get practice in reading by thought groups, reading comprehension, and pronunciation. Try it for its multiple benefits.



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25. Selected Activities for Using the Newspaper in the Adult ESL Class (Jeffrey P. Bright)
    Matching, copying, skimming, scanning, and comprehension activities for developing reading skills for beginning and intermediate students.

26. Using the Cloze Procedure to Teach Reading (Ted Plaister)
    An introduction to cloze (selective deletion of words) and what it can do for reading instruction.

27. Cloze Testing for Your Classroom (Lancaster-Lebanon BESL Center)
    Now use cloze tests for grammar and reading achievement, and materials selection. More reliable than using grade levels alone.

28. Gimmicks for Teaching Composition (Lancaster-Lebanon BESL Center)
    No theory here, just straight techniques. A generous potpourri of ways to incorporate written work with conversations, teacher prepared lessons, and student generated language.

29. Techniques for Teaching Spelling to ESL Students (Karen Fort)
    Article from TESL Talk with approaches and techniques used in an adult ESL program. Good bibliography with teachers and classroom materials.

30. Teaching Writing to Second Language Learners: Problems and Practices (Linda Gadlin)
    A good general discussion of the problems. The practices concentrate on guided or controlled composition as reinforcement for language learning.

31. Some Contradictions of Verb Tense and Time (Jean Chapman)
    And, once pointed out, some reasons to mistrust the traditional grammarian's rules. Try Sector Analysis/X-Word Grammar.

32. Teaching Written English Through Sector Analysis (David Sloane and Eleanor Froup)
    Mastering grammar is always a problem for intermediate/advanced learners. This article (TESOL Newsletter) explains the what and how of Sector Analysis/X-Word Grammar, plus a liberal dosage of actual practical rules about English structure.



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33. Sector Analysis/X-Word Grammar: A Teachable-Learnable Grammar (Linda Ann Kunz)
    Handouts from May 1980 Statewide Workshop. References and exercises for teachers (some for students, too) to orient them to this improved grammar that <u>really</u> <u>works</u> in the ESL classroom.

34. Teaching Idioms in Adult English as a Second Language Class (Jean Chapman)
    They're not easy to teach. Jean examines why, and discusses how they are taught in popular textbooks. And how idioms should be taught better.

## V. ESL LITERACY: A SPECIAL PROBLEM

1. ESL Literacy-Some Want to Read (Karen Batchelor, Jack Wingfield, and Monica Weiss)
   After an overview of the sub-field of ESL Literacy, this article describes the Alemany (Community College) approach to adult ESL literacy. Sample lessons included. From <u>Classroom Practices in Adult ESL</u>, Ilyin and Tragardh, eds.

2. Pre-Literacy: Definitions (Donna McGee)
   Three levels of pre-literacy are described, along with an introduction to skills to be taught. Required reading for understanding problems of illiterate LEP adults.

3. Literacy Skills (Donna McGee and Cheryl Jibodh)
   <u>What do you do</u> with illiterates? A compendium of techniques. Read this if nothing else for help in your class.

4. Word Structure Activities (Donna McGee)
   Donna describes how to break down new words, teach them in context, use rhymes, and cloze passages to develop reading for semi-literates (beginning to low intermediate).

5. Testing for Literacy (Donna McGee and Cheryl Jibodh)
   How to use survival signs and simple additional procedures at intake/placement to assess literacy skills.

6. Sounds and Symbols of English (adapted by Donna McGee from Words in Color Fidel, Educational Solutions, Inc.)
   A one-page (11" x 14") chart of the 57 sounds of that correspond to those sounds. Teaching reading is truly a big job.



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7. Wilson's Essential Vocabulary (Corette T. Wilson)
   From "An Essential Vocabulary," 1963. Functional words and phrases seen on signs, etc. Useful for developing a literacy curriculum.

## VI. INDIVIDUALIZING AND THE MULTI-LEVEL CLASS

1. What Goes On In A Portable Multi-Level Class? (Liz Elliott-Evans and Barbara Sosna)
   A fine manual for managing the multi-level ABE/ESL classroom. Describes many practical activities that students can do together without the teacher, and an overall plan.

2. Lesson Plans For Multi-Level Class (Linda Mrowicki)
   A simple system and 2 examples for managing 3 levels at a time. Ingenious and achievable. One lesson from ESL: 21st Century... A second on using the pay phone and phone book.

3. Grammar Dyads (Judy W. B. Olsen)
   Extracts from a TESOL '80 workshop. Here are instructions, inspiration and sample teacher-made materials for grammar practice in pairs - one technique to help teachers manage multi-level classes.

4. What to Consider in Individualizing Reading Programs For Adult Students of ESL (Jeffrey P. Bright)
   Considerations, strategies, and sample teacher-made materials.

5. Selected Materials For Possible Use In An Individualized or Partially Mechanized Program (Jeffrey P. Bright)
   Presentation and evaluation of a range of materials needed for individualization or multi-leveling.

6. Planning Small Group Activities for ESL Classes: 6 Points (Joy Noren)
   Nitty-gritty ideas to make small groups a visible classroom strategy for adult ESL.



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## VII. LIFE-COPING SKILLS

1. Survival Skills Outline (Jean Chapman)
   An extensive and valuable list of life skill topics to include in the ESL/AE class and curriculum.

2. Student Practice Form (Jean Chapman)
   Presents the variety of ways information is requested in written forms. For student practice.

3. Rudeness: Some Language to Cope with Rudeness (T. C. Jupp)
   One example from Industrial English of a practical dialogue to help learners with real language.

## VIII. MATERIALS SELECTION AND ADAPTATION

1. A Partial List of Publishers of Adult ESL Materials (Statewide ESL/AESC)
   List the majority of publishers of ESL/AE materials, based on the 1980-81 Suggested Materials List.

2. Activities in a Modulearn Lesson (Linda Mrowicki)
   The sequence and variety of language teaching acts in ESL: A New Approach for the 21st Century (in case you don't have a teacher's guide, or time to reread it).

3. Target Patterns: Modulearn 1-20 and 21-40 (Linda Mrowicki)
   Extracted and compiled from the lessons. A ready reference of structures and sample language taught for teachers and curriculum developers.

4. Vocabulary: Modulearn 1-20 and 21-40 (Linda Mrowicki)
   Taken from the ESL: 21st Century lessons. A useful resource (about 98% accurate) for teachers and curriculum developers.

5. Some General Guidelines for Adapting Commercial Materials (Joanna Escobar)
   How to create easier or more difficult versions of the same original.



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## IX. CURRICULUM AND LESSON DEVELOPMENT

1. Objectives for Adult ESL Classes (Jean Chapman)
   Brief objectives by skill (listening, reading, etc.) for beginning, intermediate and advanced ESL in adult education.

2. Language Skill Level Scale (Escobar, Bright and Mrowicki-adapted)
   What does "intermediate" mean? In the context of ESL in adult education, here is a performance based description of language levels. Especially useful for curriculum writers.

3. Writing Skills for Adult ESL Students (Jean Chapman)
   A clear set of basic objectives for ESL, including beginning students. Suggests specific learning and teaching activities to employ.

4. A Classification Matrix for Questions and Answers for ESL (Based on a PTA Anecdote) (Joanna Escobar)
   What are we asking students to do in English? Some questions are harder than others in type (e.g. yes/no vs. question word) and relationship of the answer to the passage or dialogue it is based on.

5. Model Lesson Plans (Joanna Antinero and Jean Bodman)
   Eleven lesson plans you can use with beginning students. They emphasize active learner involvement in the learning process. Each lesson states general and specific objectives, procedure to follow, and final activities to apply learning to life-like communication settings.

6. ESL Lesson Planning (Joanna Escobar)
   Five essential components of every lesson are presented. Do you use each component?

7. Evaluating a Lesson Plan (Patricia DeHesus and Linda Mrowicki)
   Based on sound principles of second language teaching. For teachers and others involved in training and self-evaluation.

8. Lesson Plan (Patricia DeHesus and Linda Mrowicki)
   A blank outline for teacher's use. (Feel free to copy and use more than once.)



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## X. TESTS AND TESTING

1. Testing Adult Immigrants in Open-Enrollment Programs (Donna Ilyin)
   Good general and specific information on how, when, why, types, and procedures for testing in ESL/AE.

2. Testing Resource List (Donna Ilyin)
   Resources to implement the above article. Background readings and tests are referred to.

3. What Grade Is Dr. Chan In? (Donna Ilyin)
   (see under the Nature of ESL in Adult Education)

4. The Internal English Language Testing Program (Illinois Adult Indochinese Refugee Consortium)
   Guidelines for programs setting up testing procedures for LEP adults. Descriptions of 5 oral and 7 written assessments recommended for ESL for adults - immigrants, citizens, and refugees.

5. Testing and Evaluation: Test Locator (Joanne Escobar and John Daugherty)
   22 ESL tests keyed for type (grade level, mode: oral or paper and pencil) and annotated for how to use. From A Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program.

6. EPT 100-200-300 (Donna Ilyin)

7. EPT 400-500-600 (Donna Ilyin)
   Two English Placement Tests, with A & B forms, administration instructions and answer keys. Both are multiple choice, group administered, written, grammar/structure tests suitable for high beginning to high intermediate (100-200-300) and low intermediate to advanced (400-500-600). See "What Grade is Dr. Chan In?" for grade level equivalencies.

8. The Information Sheet as a Placement Instrument (John Daugherty)
   A form and instructions for getting personal information from students at the same time you are assessing their English ability. Usable with most literate LEP adults.



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9. Basic Steps in Adapting an ESL Placement Test (Daugherty, Escobar, and Schinke)
   A dozen steps useful for all adult ESL instructional programs setting us locally appropriate tests.

10. Analysis of the Michigan Tests of English Language Proficiency (Linda Cardarelli, group reporter)
    Teachers describe their classic text in terms of its appropriateness, practicability and adaptability.

## XI. UNDERSTANDING CULTURE

1. A Unit for Developing Cultural Understanding and Skills in the Adult ESL Program (Joanna Escobar, based on H. Ned Seelye)
   A variety of handouts including classroom activities, plays, supplementary reading, and A Checklist for American Culture. (See below #2.)

2. A Checklist for American Culture (Walter P. Allen)
   An outline for examining textbooks, course context and teachers' own awareness about culture and American Culture.

3. Bibliography on Cultural Differences for Teachers of ESL For Adults (Jean Chapman)
   Some general readings and an additional focus on contrastive rhetoric/thought processes for composition teachers.

4. The Mexican-American and Adult Education (J.C. Glass and Laurel Goulding)
   The socio-cultural background of the largest single ethnic group in Illinois adult ESL programs. What are they like? Characteristics, values, and opportunities.

## XII. COUNSELING THE LEP ADULT

1. A Brief Outline of Counseling Perspectives and Techniques for Indochinese Refugees (Terry London)
   Indochinese cultural perspectives demand that the counselor adapt his/her style and techniques as suggested here. An insightful article.

2. Special Report: Counseling the Adult Student (Xchange Newsletter)
   A collection of articles, and an ERIC search on types and techniques of counseling of adults.



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## XIII. VOCATIONAL ESL AND VOCATIONAL TRAINING FOR LEP

1. VESL Lesson Design (Joanna Escobar and Linda Mrowicki)
   Eight essential components need to be identified. This handout outlines these considerations.

2. Orientation and Background Information for Students in Training Programs (Joanna Escobar and Linda Mrowicki)
   A chart describing the information needed by LEP Adults prior to the start of training, and in what language based on student proficiency level in English. Trainting in companies (including OJT) and institutions (e.g. colleges) are included.

3. Occupational English as a Second Language (Alicia D. Raminez and Victoria L. Spondel)
   Article outlines the process for developing OESL. Topics discussed are curriculum development, technique, lesson plans, and the characteristics of an OESL program. (From Foreign Language Annals, 1980)

4. A Vocational EFL Style Sheet (Diana Mae Sims)
   A summary sheet of techniques that can be used for revising materials. Typical problem areas are defined with an example illustrating the problems. A helpful guide. (TESOL, 1979 presentation).

5. Designing a Curriculum Outline for the Work Situation (Jan Laylin & Margaret Blackwell)
   The article (from TESL Talk, 1979) presents a step by step procedure that identifies communication networks, work responsibilities, communication situation and specific language function. Designing a lesson is also included.

## XIV. INDOCHINESE LANGUAGES, CULTURE, AND PEOPLES

1. Indochina Issues (Center for International Policy, Indochina Project, The Christopher Reynolds Foundation)
   a. "The Chinese Invasion of Vietnam: Changing Alliances"
   b. "Laos: The Widening Indochina Conflict"
   c. "Cambodia"
   d. "The Roots of Uprootedness"

   A brief, concise review of the political situation, past and present, in Indochina. An important set of articles.



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2. A Summary of the Culture, History and Educational System of Vietnam (Chinh B. Nguyen)
   Describes Vietnam's geography, history, educational system, family names, and origin of the language. (From Lancaster-Lebanon Culture Handout Series).

XV. PROFESSIONAL GROWTH AND PROFESSIONAL CONCERNS IN ESL/AE

1. Breaking the Rules of the Classroom Game through Self-Analysis (John Fanselow)
   For experienced teachers interested in expanding their awareness of language use. An exercise for examining communication in and out of class, and implications for teaching.

2. Professional Associations - ESL/ABE
   Names, addresses, and contact persons.

3. Jobs in Adult Education (Harlan C. Copeland)
   Sources of information for jobs, the value of getting an AE degree, and certification/licensure are discussed. A realistic and useful assessment of current affairs in Adult Education.

XVI. MISCELLANEOUS LISTS AND BIBLIOGRAPHIES

1. The Dale List of 769 Easy Words (Edgar Dale)
   Not developed for ESL, but an additional guide for words to teach for reading.



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